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ABSTRACT

During fiscal year 1981, 56 secondary and 10 postsecondary institutions were evaluated on-site in Georgia. Data were gathered and a composite picture of the secondary and postsecondary institutions was presented based on vocational standards and criteria from the state's assessment guides. Some general conclusions compiled by the evaluation reports include the following: (1) program improvement could be enhanced through strict adherence to criteria for each standard as presented in the assessment guides; (2) although written statements of philosophy and purpose were found in almost all institutions, 30 percent did not review their statements annually; (3) personnel evaluation instruments need upgrading; (4) few long-range plans were in existence; (5) considerable improvement has been noticed in the development of sequentially constructed courses; (6) performance evaluation is lacking; (7) vocational education courses lack safety standards; (8) minimum grade levels for reading and computational skills need to be established; (9) an increase in cooperative education programs is needed; (10) inadequate guidelines for admissions are apparent; (11) coordination between special needs personnel and vocational instructors continues to need improvement, despite strides having been made; (12) more use needs to be made of advisory councils; (13) guidance and counseling techniques need to be updated; (14) physical facilities need to be upgraded; and (15) a continuing emphasis on job placement and student follow-up is imperative. (The bulk of this document consists of composite data gathered from the on-site evaluations, by standard, for secondary and postsecondary schools.) (KC)

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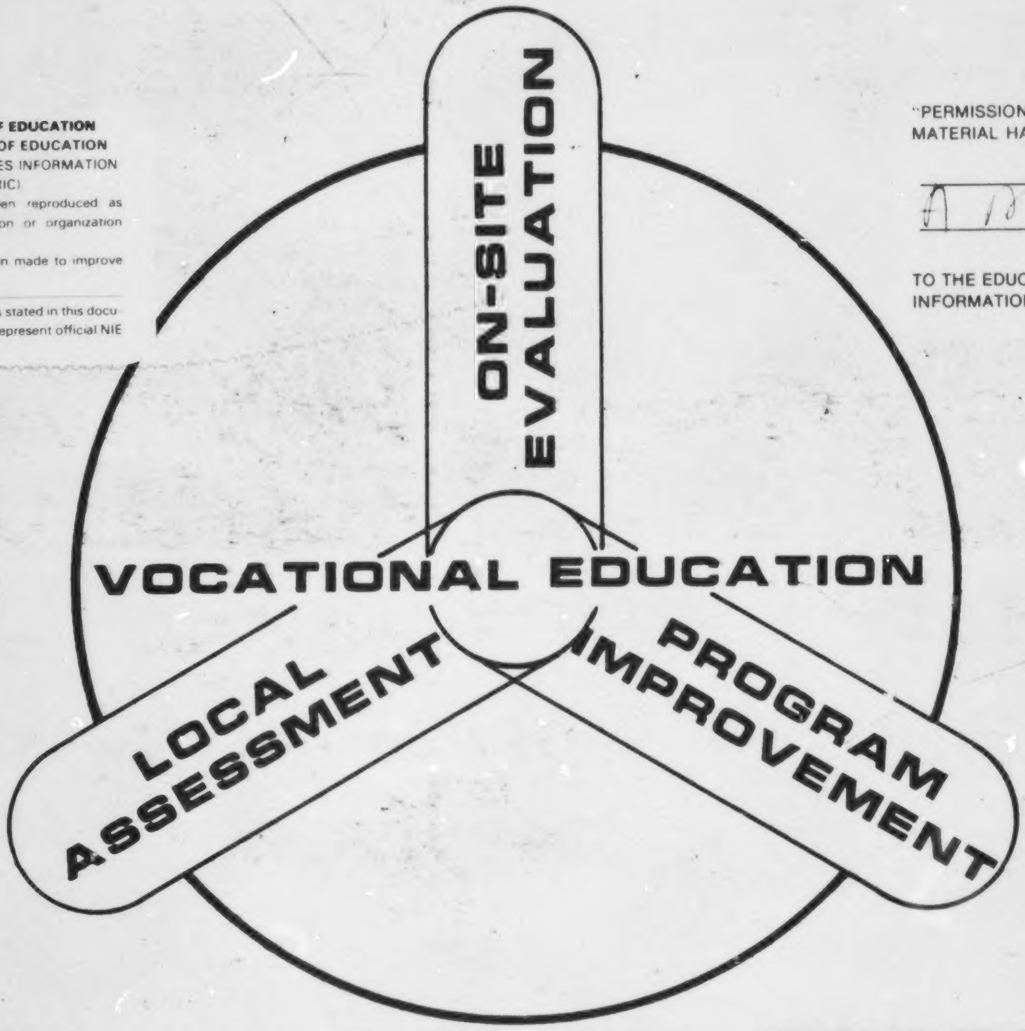
# GEORGIA VOCATIONAL EVALUATION SYSTEM

## ON SITE COMPONENT


ON-SITE EVALUATION
VOCATIONAL EDUCATION
LOCAL ASSESSMENT
PROGRAM IMPROVEMENT

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## SECOND ANNUAL REPORT

1981

CE 033 710

## GEORGIA DEPARTMENT OF EDUCATION

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The aggregated evaluation data herein represent a descriptive analysis of secondary and postsecondary on-site evaluations by teams of individuals representing vocational educators, instructors, administrators, supervisors, state advisory council members and state staff personnel. These teams are encouraged to freely express their professional judgments in the conduct of the on-site evaluations; however, points of view or opinions stated by the evaluators or the researchers do not necessarily represent official State Board of Education or the Office of Vocational Education opinions or policy.

# COMPOSITE DATA FOR ON-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM

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STATE OF GEORGIA
DEPARTMENT OF EDUCATION
OFFICE OF VOCATIONAL EDUCATION
STATE OFFICE BUILDING
ATLANTA 30334

CHARLES McDANIEL
State Superintendent of Schools

JOSEPH G. FREUND
Associate State Superintendent

I'm sure every vocational educator in the State of Georgia recognizes the importance of evaluation in planning, administrating and implementing vocational programs. By now you also must be aware of the fact that since October, 1978, evaluation teams have been active in evaluating secondary and postsecondary programs throughout the State.

The purpose of these evaluations is to improve the quality of vocational offerings available to the citizens of Georgia. Evaluations provide a vehicle for us to use to improve the quality of our programs. This, in turn, enables us to deliver to employers in business and industry a job-ready graduate equipped with the competencies necessary to function as a productive citizen.

As I travel throughout our State and talk with you, the people who make our programs function, I see indications that program improvement activities are already taking place. The evaluation system is working, and with your continued support and cooperation the system will continue to work; program offerings will continue to improve until the vocational programs we offer the citizens of Georgia are the most efficient and effective vocational programs possible.

To improve vocational programs, the data collected from these evaluations must be disseminated and used. Accordingly, this report contains data generated by evaluation teams active in the 1980-81 school year. This report, a culmination of the evaluation teams' effort, will provide a document useful to the many agencies actively involved in improving vocational education in the State of Georgia.

Sincerely,

Joe Freund

Joseph G. Freund
Associate State Superintendent

# INTRODUCTION

The on-site component of the Georgia Vocational Evaluation System, designed to evaluate vocational programs statewide, was implemented by the State Department of Education, Office of Vocational Education (OVE) during Fiscal Year (FY) 1978.

The primary purpose of the on-site component of the Georgia Vocational Evaluation System is program improvement. The on-site evaluation provides a method of systematically collecting information for use in planning, reporting and decision making as well as providing an effective means for determining where program improvement efforts can most effectively be implemented. The objectives of the on-site evaluation are:

- To promote and assist Local Education Agencies (LEAs) and postsecondary vocational institutions in providing high quality vocational programs.
- To foster maximum utilization and accountability of State and Federal funds allocated for vocational education programs and activities.
- To provide necessary information for planning, reporting and decision making at the state and local levels.

The self-assessment/on-site component of the Georgia Vocational Evaluation System was developed and field tested in FY 1978. During FY 1979 sixteen local school systems and four postsecondary area vocational-technical schools were evaluated. Data reviewed from these evaluations formed the basis for revisions of standards, criteria and the associated administrative and logistical procedures incidental to the self-assessment/on-site evaluation process. Appropriate staff development was conducted to train new team leaders in the use of revised materials and procedures.

During FY 1980, a much more ambitious evaluation endeavor was initiated involving forty-nine secondary systems and eleven post-secondary institutions.

This productive schedule was continued in FY 1981 when fifty-six secondary and ten postsecondary institutions were evaluated.

The Second Annual Report of the On-Site Evaluation was based on data gathered during the FY 1981 evaluations. The data represent a composite of information recorded by the evaluation teams involved and are presented as secondary and postsecondary data. All data focus on the vocational standards and the associated criteria found in the secondary and postsecondary assessment guides.

The Second Annual On-Site Evaluation Report on the Georgia Vocational Evaluation System was prepared by Dr. Dan E. Skutack, Vocational Evaluation Project Director and the staff of J & M Ltd., Educational Consultants of Colbert, Georgia. Appreciation is also expressed to Mr. Richard Fant for his diligent compilation of raw data which proved so helpful in the development of this report.

This report is designed to assist decision makers in the LEA, institutions of higher education and state agencies in planning and assessing the current vocational program efforts.

More specifically, an analysis of the results of the Georgia Vocational Evaluation System can be used to:

- Assist local vocational educators in reviewing and revising course/program objectives, establishing priorities, and developing future plans.

- Contribute in satisfying the requirements for accountability to students, parents, community, and federal and state governments.

- Identify program components which need additional emphasis or modification.

- Give visibility to innovative programs and practices.

- Provide an opportunity for exchange of ideas and information about vocational program management.

- Provide direction to the Office of Vocational Education for the allocation of resources and the development of products and services for the resolution of statewide programming problems.

The composite report is presented in two sections: Section 1, Secondary data; and Section 2, Postsecondary data. The format for each section is similar and conforms to the Assessment Guide format. Each section contains data showing team members' responses to the criteria and their associated standards. The responses conform to the response format in the assessment guide: Y-Yes and N-No. The third column provides the percentage of positive response recorded for each criterion question. The far right column shows the degree of change in the percentage rate compared to previous figures; a (+) indicates an increase of 5 per cent or more; a (-) indicates a decrease of 5 per cent or more; a change of less than ± 5 per cent is shown as a (0), indicating no change. An "n/a" designates newly added or changed criteria which preclude comparisons with previous assessment data. This column can be used to identify trends by reviewing the evaluation data base over the past two years. Care should be taken not to draw conclusions by comparing each year's data base. One factor is that the number of schools evaluated in each year varies (See pg. v). Another factor which makes direct comparisons invalid is that teams are composed of different personalities who may interpret criteria questions differently. However, when the data is aggregated and compared to each criterion or standard, trends can be identified. These trends can be helpful when making decisions about needs for program improvement emphasis.

Also recorded for each standard is a computer generated Program Improvement Profile Summary. A thematic summary of team conclusions, recommendations and suggestions for each standard is also included. Following the last standard for each section, a series of composite competency graphs and Program Improvement Profiles by standards are presented. Competency graphs representing Standard IV (Educational Programs) are also provided for each major service area. The last item in each section is the result of the META evaluation.

It is hoped that these data may be helpful to various vocational agencies by allowing them to assess statewide needs and to give priority to activities which will address these needs. Additionally, LEAs can utilize this data, particularly the thematic summaries of conclusions, recommendations and suggestions, as a reference source from which they can obtain suggestions for improving their own programs.

## GENERAL CONCLUSIONS

Composite data regarding team member conclusions, recommendations and suggestions were compiled and presented for each standard. The general conclusions and determinations presented herein are the result of efforts by the on-site teams and the researcher who analyzed and interpreted data and trends derived from the on-site evaluation data. The on-site data were aggregated and interpreted; a description of patterns and trends detected was then compiled as general conclusions and determinations. These conclusions include a positive aspect of the on-site evaluations as well as those requiring emphasis or attention. Staff development implications generated by these conclusions may assist vocational administrators in developing a more cogent staff development program.

### Evaluation Procedures

Program improvement could be further intensified through strict adherence to criteria for each standard as presented in the assessment guides. Intensified training of team members, particularly team leaders regarding the intent of the criteria, would improve the evaluation process. Since regional coordinators act as resource persons during an evaluation, additional periodic training should be provided to ensure standardized interpretations of criteria. Team members and regional coordinators should be made aware of their professional responsibility to the school system they are evaluating, to the state, to the team, and to themselves in assessing the standards and criteria in a competent, professional manner. They should be reminded at the initial orientation that the precision and accuracy of the evaluation is dependent upon and will vary directly with the commitment and effort of each team member.

Care must be taken to ensure that the composition of evaluation teams represents a peer evaluation group. Should the make-up of teams become out-of-proportion (as indicated by having a majority of team members consist of personnel from the state staff, universities, vocational supervisors and/or directors), a comprehensive peer evaluation may be compromised. Team make-up should include more vocational instructors who have the technical expertise and perspective required to perform a peer evaluation.

Philosophy and Purpose

Written statements of philosophy and purpose were found in almost all institutions (p. 3 Secondary; p. 67 Postsecondary); however, 30 per cent of institutions evaluated did not review their statements on an annual basis. Forty per cent of the secondary and thirty per cent of the postsecondary institutions did not use input from the administration, advisory council, faculty, and staff during the review process. Statements of philosophy and purpose should provide a consistent, clear, definite philosophical base upon which to operate and serve student and community needs. (See pages 3-4 Secondary and pages 67-68 Postsecondary for composite data.)

Organization And Administration

Recommendations and suggestions in the area of personnel evaluation and supervision were limited; yet evaluation teams expressed concern about the instruments used for personnel evaluation (p. 7 S; p. 99 PS).

Traditionally, staff development training in personnel evaluation has been limited in scope. The researcher concluded that it is unlikely that quality personnel ratings and supervision would occur without a supporting mechanism or system available to support the ratings received. Indications to the researcher are that on-site evaluators should seek more evidence to support their ratings in the area of personnel evaluation. The Office of Vocational Education (OVE) should make a concerted effort to develop personnel evaluation instruments, strategies and techniques to assist vocational educators in evaluating their personnel. Job performance should be compared to job description with a renewed emphasis placed upon performance based faculty/staff evaluation.

Sex discrimination in the administration of vocational education is not being emphasized in the evaluation process. Indications to the researcher suggest that sex discrimination is not being stressed as an evaluation criterion by the on-site teams. (See pp 5-8 S; pp 70-72 PS.)

## Planning

The existence of long range plans or a system to facilitate the planning process was the exception rather than the rule in most schools evaluated. The researcher suggests that most "evidence" to support the existence of a planning process was determined by interviewing the vocational administrators. Evaluators should be reminded that sources other than interview data should be used to support their ratings.

The planning process should be a joint venture among administrators, supervisors, and instructors. The use of demographic data and other usable, useful information as supplied by the Management Information System (MIS) should be an integral part of the planning data. Indications are that few schools evaluated made use of projected demographic changes and job market shifts. The availability of MIS data will allow planners the opportunity to become involved in planning in a more informed, relevant manner. This type of information will allow LEAs and the OVE to use common information to plan more effectively. The OVE should develop a planning model to assist local administrators in all phases of effective vocational planning.

The State Occupational Information Coordinating Committee (SOICC) should become more involved in generating usable planning data for local administrators. On-site evaluators suggest that usable planning data has been critically deficient for vocational planning and management (pp. 9-10 S; pp. 73-75 PS).

## Programs

Considerable improvement has been noticed in the development of sequentially constructed courses. Use of newly developed and provided curricula and emphasis on articulation are beginning to have an impact on providing logical, sequential vocational instruction. Improvement in this critical area of vocational education strongly suggests a continued emphasis on articulation and the continued development of sequentially constructed courses.

## Evaluation

The use of criterion-referenced measures, the use of measurable objectives, and the use of performance rating devices are almost non-existent in most programs. It must be emphasized that progress charts are not evaluating devices; rather they are administrative aids. Vocational directors, coordinators and instructors seem not to be aware of what constitutes performance rating. Currently there is little, if any, staff development or college/university courses which address vocational performance evaluation. Interviews with vocational educators indicate that pre-service teacher training in performance evaluation is inadequate.

## Safety

There is no question that safety is a concern for most LEAs, yet the lack of safety standards for vocational education courses leaves a void open to individual interpretation. Continued emphasis on all safety aspects of vocational education must be encouraged. The OVE should give consideration to designating a staff member to act as the state vocational education safety consultant.

## Minimum Grade Levels and Computational Skills

While data indicates that some progress has been made regarding the establishing of minimum grade levels for reading and computational skills for each program purporting to teach job skills, there is still room for considerable improvement. Evaluators and school administrators still show reluctance in evaluating or establishing these criteria. It is felt that team leaders, the state staff and evaluation monitors should make certain the evaluation teams' responsibilities in this area are maximized.

## Cooperative Programs

Evaluators noted that local administrators are hesitant to plan for cooperative programs because of the uncertainty of vocational funds. Evaluators suggest that there needs to be an increase in cooperative education opportunities. On-site evaluators recommend increased emphasis be placed on developing a true cooperative program; materials, guidance and leadership can be significantly improved in this area.

On-site evaluators suggest a more careful coordination of field experience programs in each area, under the direction of a vocational specialist to ensure careful program definition, with supervision by educational personnel and adherence to wage and hour guidelines.

## Admissions

Inadequate guidelines as well as conflicting philosophical views regarding entry requirements into vocational programs are still apparent. In secondary programs the admission criteria continues to be age and grade attainment level.

## Special Needs

Coordination between special needs personnel and vocational instructors continues to elicit comment from evaluation teams. Although evaluation teams report improvements in programs for this population, they also report on continuing unmet needs resulting from lack of coordination, insufficient program planning, inadequate funding levels and, in some instances inadequate programs. The majority of these problems appear to lie primarily in the area of access.

Evaluation inputs, particularly from CVAE and RVI evaluators, continue to be based on personal desires rather than the assessment criteria.

Comprehensive diagnostic testing should be conducted to identify disadvantaged students so they can gain the benefits of the special needs programs.

## Advisory Councils

Advisory councils and program/craft committees continue to represent a major concern for evaluation teams. While the high percentages of LEAs reporting the existence of advisory councils and/or craft committees is encouraging, it appears that utilization of advisory councils and program/craft committees is less than desired. The lack of involvement of craft committees is regarded as a waste of potentially valuable liaison between the private sector and the vocational education effort.

While the OVE has provided significant guidance in the state plan and the on-site assessment guides as to the make-up of local advisory councils and craft committees, how often they will meet, agendas and record keeping, the State Advisory Council on Vocational Education (SACVE) has not as yet reciprocated. SACVE must understand that it shares responsibility with the OVE in needing to establish better communications with vocational educators statewide to make the SACVE more useful in providing technical assistance to local advisory councils. The SACVE and the OVE should make a coordinated effort to develop and publicize uncomplicated procedures for LEAs to formally request technical assistance from the SACVE. The SACVE, through brochures or briefings to the LEAs, should actively make known the services they can provide in assisting the LEAS to organize and utilize local advisory councils and program/craft committees.

There is general agreement that, for a variety of reasons, local advisory council and program/craft committees are important, valuable, and necessary to the maintenance and growth of quality, relevant vocational programs. For this state to maximize the potential inherent in these councils and committees the SACVE should take an increased initiative to actively foster their effective use. (See pp. 11-32 S; pp. 76-97 PS for composite data.)

Guidance and Counseling

On-site evaluators continue to express concern regarding the guidance and counseling aspects of vocational education. Evaluators indicate that, generally, vocational guidance and counseling services are delivered by outmoded traditional techniques. Onsite reports also suggest that few students receive any form of school-provided vocational counseling prior to enrolling in their courses of instruction. The success of vocational education in Georgia is linked to improved guidance and counseling at the secondary level. Despite the awareness that 80% of tomorrow's jobs will not require a four year college degree and that there is now an over-supply of college graduates in the job market and the future economy of Georgia will have a greater need for skilled workers, on-site evaluators found evidence that secondary guidance counselors continue to point most students toward obtaining a college degree despite the realities of the job market. Furthermore, evaluators generally agree that one of the apparent reasons for this approach by counselors is often their lack of knowledge and experience with vocational education and the business/industrial community. On-site interviews with administrators and guidance counselors seem to indicate that guidance counselor certification may work to discourage those people who possess extensive knowledge and experience with vocational education, business, and industry. Certification requirements for guidance counselors require an individual to undertake extensive educational training at both the

Bachelor's and Master's Degree levels; during this educational process guidance personnel are often inculcated with a set of values not likely to encourage their directing students toward vocational education.

The improvement of vocational and counseling services should be initiated by coordinating the efforts of the OVE, State Department of Education and institutions of higher learning which offer pre-service and in-service educational opportunities. In-service education should be initiated for guidance personnel and counselors whereby they could become familiar with the materials and techniques used by employment Security Office counselors as well as the reactions and impressions of employment counselors to school counseling. On-site evaluators suggest that all new vocational counselors requesting certification should be required to have at least one full year's work experience outside the educational system exclusive of part-time or summer employment. It is further suggested that as soon as possible all counselors be required to have "hands-on" experience in the major career clusters as a prerequisite to certification.

OVE in coordination with institutions of higher education should initiate an attendance required program for all counselors to "inform them of the relationship which exists between vocational and academic education."

Vocational guidance and counseling should be established as an area of specialization (pp.39-44 S; pp. 117-123 PS).

## Physical Facilities

On-site evaluations were consistent in commenting on the necessity to upgrade vocational education facilities, equipment, machines and tools, and continuous upgrading of curricula materials. Increased supply budgets for lab activities and increased availability of labs to students were also subjects of comment (pp. 33-35 S; pp. 109-113 PS).

## Placement and Follow-Up

A continuing emphasis on placement and follow-up is imperative. Close collaboration with industry and other government agencies should be initiated in order to develop the capabilities to respond quickly and effectively to the industrial manpower needs of the labor market.

Placement personnel should emphasize vocational education in coordination with local employment security officials.

On-site evaluators found evidence to indicate that where a quality placement program was in existence, placement rates were higher.

Although evaluators were impressed with the percentages of graduates employed, there is some concern regarding the area of interpretation between the occupations for which the students were prepared and the actual employment they find.

Evaluators also commented on the need for a realignment or redefinition of the coordination required between placement and guidance and counseling efforts in order to institute an effective placement service (pp. 45-47 S; pp. 124-127 PS).

# SUMMARY

Fiscal year 1981 represented the second operational year of the self assessment/on-site component of the State Vocational Evaluation System. The emphasis during the first year of operation (FY 80) was the development of a functional evaluation system. This second year continued that effort and included refinements generated by the First Annual Report. This portion of the evaluation system is functional and, aided by the META evaluations, is in a continuous state of review and improvement. Significant progress has been achieved in evaluating and amassing data which will assist in providing quality vocational programs to the citizens of Georgia.

The Office of Vocational Education has moved aggressively to provide the necessary support for the Self Assessment/On-Site Component of the State Evaluation System. Through this positive leadership the evaluation system will continue to provide decision makers with pertinent data to improve the programs being offered. Hopefully, this process will continue until the citizens of Georgia are provided quality, cost effective vocational programs.

# "COMPOSITE DATA FOR GEORGIA'S VOCATIONAL EVALUATION SYSTEM"

## SECONDARY

## COMPOSITE DATA FOR ON-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM
## STANDARD I - PHILOSOPHY AND PURPOSE

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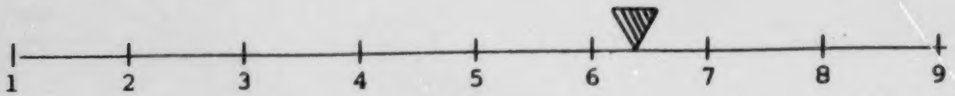
| CRITERIA<br>A. Philosophy and Purpose | Y | N | % | Chg |
|---|---|---|---|---|
| (1) Has the Local Education Agency (LEA) developed a statement of Philosophy and Purpose? | 38 | 1 | 97 | 0 |
| (2) Does the statement of Philosophy and Purpose include provisions for all students? | 38 | 3 | 92 | 0 |
| (3) Is the statement of Philosophy and Purpose approved by the local board? | 35 | 5 | 87 | 0 |
| (4) Is the program's statement of Philosophy and Purpose re-evaluated annually to assure the school's constituency that the program is meeting its educational commitments? | 29 | 12 | 70 | 0 |
| (5) Was the re-evaluation accomplished by varied groups of evaluators, such as administrators, advisory council, faculty, etc? | 25 | 16 | 60 | - |

### PROGRAM IMPROVEMENT PROFILE SUMMARY

A. Philosophy and Purpose



# SUMMARY OF SECONDARY ON-SITE TEAMS' CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS

## STANDARD I

| CONCLUSIONS | RECOMMENDATIONS | SUGGESTIONS |
|---|---|---|
| Most institutions evaluated had a written statement of Philosophy and Purpose. Statements were available to faculty, staff and the community. The teams also expressed concerns regarding the use of wordy goal statements, lack of formalized goal statements and goal statements which do not address vocational education.<br>Teams also found that in far too many instances there was no evidence to indicate statements were developed with input from faculty or staff.<br>While teams found considerable improvement in the annual reevaluation process of statements of philosophy and purpose, it is evident that an annual evaluation and recording of the evaluation continues to be a persistent problem. | It is recommended that:<br>The statements of philosophy and purpose be reviewed with the express intent of emphasizing vocational education in these statements.<br>Members of the faculty, staff, administration, advisory council and the school board participate in an annual evaluation of the statements of philosophy and purpose.<br>Each annual evaluation be documented. The development of statements of philosophy and purpose be a joint activity involving all school groups.<br>The annual review be used to ensure programs currently offered and in the planning stage are in harmony with the approved philosophy and purpose of the institution.<br>LEAs review and edit their philosophy and purpose statements and their course offering materials (pamphlets, brochures, course descriptions, etc.) to eliminate any sex bias, stereotype language. | It is suggested that:<br>The statement of philosophy and purpose be reviewed annually by the local board of education. The local board should approve the statements during the annual evaluation and the board minutes should reflect their approval and adoption of the statements.<br>The entire school staff be advised on an annual basis regarding the content and intent of the statements of philosophy and purpose.<br>The OVE should stress to LEAs the importance of a consistent, clear, definite statement of philosophy and purpose which can serve as a philosophical base to assist the LEAs to provide vocational programs with which to serve student needs.<br>LEAs should form a committee and utilize some in-service time to study the intent and quality of the statements of purpose and philosophy. The committee chairperson should present the findings to the faculty and staff for their consideration in the annual review and evaluation.<br>LEAs give consideration to rewording their statements of philosophy and purpose in terms which could be more easily understood by the constituency it serves.<br>OVE should emphasize to the LEAs the desirability of a vocational education philosophy which would provide a consistent, clear, definite philosophical base on which to operate and serve student needs. |

## COMPOSITE DATA FOR ON-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM
## STANDARD II - ORGANIZATION AND ADMINISTRATION

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| CRITERIA | Y | N | % | Chg |
|---|---|---|---|---|
| A. Organizational Structure | | | | |
| (1) Is there an organizational chart available that depicts the organizational structure of the school? | 39 | 2 | 95 | + |
| (2) Does the organizational chart reflect the relationships of vocational personnel to other staff and faculty within the school? | 38 | 3 | 92 | + |
| (3) Are there clearly written job descriptions which outline the specific responsibilities for each vocational position? | 32 | 9 | 78 | + |
| (4) Is there a policy manual or a standard operating procedures book available as a guide for everyday operation of the vocational education program effort? | 35 | 8 | 81 | 0 |
| (5) Does the organizational structure of the school facilitate the vocational instructional process? | 40 | 5 | 90 | 0 |
| (6) Do job descriptions and/or organizational charts clearly identify to whom each vocational person reports? | 39 | 2 | 95 | na |
| (7) Are duties performed by vocational personnel commensurate with published job descriptions? | 29 | 12 | 70 | - |
| B. Staff/Staff Development | | | | |
| (1) Does staff development include adequate first aid training (CPR, etc.) to cope with school related emergencies? | 23 | 18 | 56 | + |
| (2) Are staff members oriented on the interrelationship of their programs to the overall philosophy and purpose of the institution? | 40 | 4 | 90 | 0 |
| (3) Is personnel supervision an on-going or continuous process that includes the evaluation of all faculty/staff? | 37 | 5 | 88 | - |
| (4) Is there an organized staff development program at the local level? | 36 | 5 | 87 | 0 |

## COMPOSITE DATA FOR ON-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM
## STANDARD II - ORGANIZATION AND ADMINISTRATION

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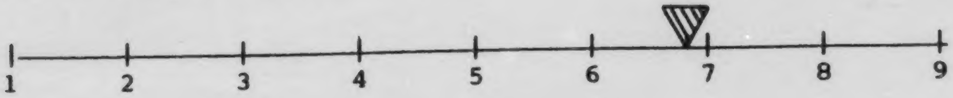
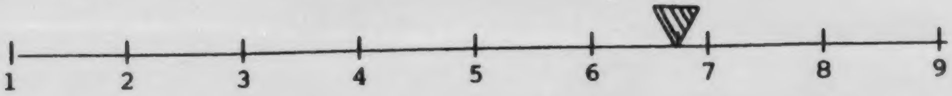
| CRITERIA | Y | N | % | Chg |
|---|---|---|---|---|
| (5) Are conferences held on faculty/staff evaluation for the purpose of improving performance? | 37 | 4 | 90 | 0 |
| (6) Is there evidence which indicates staff/faculty involvement in state provided Staff Development Programs? | 39 | 2 | 95 | 0 |
| (7) Is there evidence that instructors of job preparatory skills programs update their knowledge by frequent learning contact with business and industry? | 38 | 3 | 92 | 0 |

### PROGRAM IMPROVEMENT PROFILE SUMMARY

A. Organizational Structure



B. Staff/Staff Development



## SUMMARY OF SECONDARY ON-SITE TEAMS' CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS

### STANDARD II

| CONCLUSIONS | RECOMMENDATIONS | SUGGESTIONS |
|---|---|---|
| Most evaluation reports indicated that the organization and administrative structure in most schools were functional and supportive of the vocational effort.<br>While teams were consistent in reporting the existence of a positive working relationship between the administration and instructional staff, some problems still persist.<br>Written policies and procedures to guide the school's daily operation were evident in most schools; however, evidence in some schools indicates the policies and procedures were not being used.<br>Written job descriptions were available in many schools yet team conclusions indicated that in too many instances duties performed were not consistent with published job descriptions.<br>The teams found evidence that staff development in first aid courses to enable school personnel to cope with school related emergencies were lacking.<br>Although broad support for vocational education was found to be strong in most LEAs, there were some reports indicating that many administrators lacked a clear understanding of the vocational programs.<br>Problems with regard to sex discrimination in the organization and administration of vocational education either do not exist or insufficient emphasis was placed upon evaluating this area.<br>Most evaluation teams concluded that the organizational charts depicted were functional and understood by most staff members; a straight-line structure was the most mentioned pattern. | It is recommended that:<br>The emphasis on developing job descriptions which outline specific responsibilities for each vocational position be continued.<br>The duties of the vocational supervisors be consistent with their job description and function as displayed by the organizational charts.<br>A more determined effort be made on the part of the LEAs to improve the compatibility between the written policies and procedures and the actual operating policies of the schools.<br>Local administrators be oriented as to the purpose of vocational education within their systems.<br>LEAs place more emphasis on the development of a comprehensive professional development plan; this plan should include first aid training for the faculty and staff.<br>LEAs provide more guidance and attention to personnel evaluation.<br>LEAs should take positive steps to identify female faculty members with leadership potential and encourage them to apply for staff and/or administrative positions.<br>Administrators and staff personnel be provided sufficient time to plan and evaluate their vocational programs.<br>LEAs review and update organizational charts to ensure that the relationship of vocational personnel to other staff and faculty are adequately depicted and reporting/supervisory personnel should also be identified. | It is suggested that:<br>OVE make available to the LEAs a personnel evaluating instrument capable of generating meaningful data during personnel evaluations.<br>Work sessions be conducted to bring about better working relationships between counselors, vocational and academic teachers. |

# SUMMARY OF SECONDARY ON-SITE TEAMS' CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS
## STANDARD II

| CONCLUSIONS | RECOMMENDATIONS | SUGGESTIONS |
|---|---|---|
| The securing of sufficient planning time for administrators and staff personnel involved in program planning and evaluation appears to be a persistent problem.<br>Although most reports indicate the existence of an adequate administrative structure, some reports indicate a need to improve the structure and many of the functions of the administrators (job descriptions, role and responsibility).<br>Team reports indicate excellent to good vertical and horizontal communications throughout the systems evaluated, a few reports refer to ineffective communication.<br>Conclusion statements indicate that, in general, vocational staff members are well qualified for their positions.<br>While organized staff development programs were available in all schools evaluated, teams' conclusions indicated that the quality of these programs varied from poor to excellent.<br>While it is commendable that there is staff/faculty involvement in state-provided staff development programs, teams indicated that the administration continues this emphasis to assist in the professional advancement of the instructors. | Personnel supervision become an on-going process which includes evaluation of faculty and staff; conferences be convened to discuss the evaluation results to assist in improving instruction.<br>The vocational staff take a more active part in the summer staff development activities offered by the SDE. | |

## COMPOSITE DATA FOR ON-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM
## STANDARD III - ANNUAL AND LONG RANGE PLANNING

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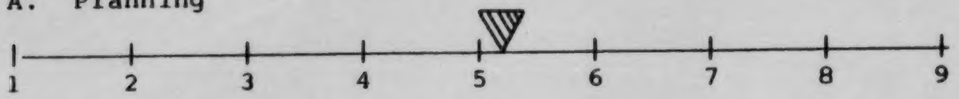
CRITERIA

| A. Planning | Y | N | % | Chg |
|---|---|---|---|---|
| (1) Is there an established procedure to facilitate the planning process? | 25 | 16 | 60 | 0 |
| (2) Does the long-range plan include time lines and identify resources available to support the objectives of the plan? | 23 | 18 | 56 | 0 |
| (3) Do long-range plans consider projected demographic changes and changes in the job market? | 23 | 18 | 56 | 0 |
| (4) Do plans include provisions for changes, additions or deletions to program offerings? | 21 | 19 | 52 | - |
| (5) Does the local application support the objectives of the long-range plan? | 24 | 16 | 60 | 0 |
| (6) Do long-range plans consider improvement to facilities and surrounding grounds? | 22 | 19 | 53 | 0 |
| (7) Are staff/faculty aware of the contents of and support the objectives of the long-range plan? | 20 | 20 | 50 | - |
| (8) Was the long-range plan approved by the local governing board/administration? | 21 | 20 | 51 | - |
| (9) Is there evidence of input into the planning process by advisory council members, students, and faculty members? | 21 | 19 | 52 | na |

### PROGRAM IMPROVEMENT PROFILE SUMMARY

A. Planning



# SUMMARY OF SECONDARY ON-SITE TEAMS' CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS
## STANDARD III

| CONCLUSIONS | RECOMMENDATIONS | SUGGESTIONS |
|---|---|---|
| Evaluation temas expressed concern regarding the widespread absence of long range plans in most institutions evaluated.<br>Of equal concern was the lack of a formally established planning procedure to facilitate the planning process.<br>Team reports indicate that in many of the schools evaluated, a significant portion of the planning process is being entirely controlled by the administrative staff, with little or no input from faculty, advisory councils or other interested parties.<br>In some instances teams reported that while future demographic changes and provisions for program additions were already common knowledge, there were no considerations given for these changes in the planning process.<br>Teams found evidence that when plans did exist, the local plan and application were developed independently from the goals and objectives of the long range plan.<br>Teams expressed concern over the lack of manpower supply and demand information for adequate local program planning.<br>Teams found evidence that valid planning data was critically deficient in some LEAs. | It is recommended that:<br>A written planning procedure be developed, documented and made available to facilitate the planning process.<br>The planning process be the result of a joint effort among administrators, faculty, staff, advisory council, school board and other interested parties.<br>Input to planning be solicited from all concerned and involved members of the institution and appropriate lay groups such as advisory councils and craft committees.<br>The planning process include all pertinent demographic data. Data should assist in the development of a more comprehensive plan. Data should address local planning area, district, state and region.<br>The annual program plan and application be developed to complement objectives of long range plan; annual and long range plans should not be developed in isolation. | It is suggested that:<br>The LEA should review the present vocational offerings and compare them to student goals to determine if additional offerings be provided or if modifications of existing programs would better meet identified student goals.<br>LEAs should utilize planning procedures developed by OVE and request technical assistance from OVE and CESA personnel to develop their long range plans.<br>During expansion and program additions, especially if other instructors are to be assimilated, LEA share information to make the transition as smooth as possible.<br>Annual program plans should be required to have measurable objectives which can be reviewed annually. |

## COMPOSITE DATA FOR ON-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM
## STANDARD IV - EDUCATIONAL PROGRAMS

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| CRITERIA | Y | N | % | Chg |
|---|---|---|---|---|
| I. General | | | | |
| A. Purpose and Objectives | | | | |
| (1) Is there a written statement of purpose available for each program or course? | 267 | 16 | 94 | 0 |
| (2) Does the statement of purpose reflect the needs of the students and the community? | 262 | 21 | 92 | 0 |
| (3) Is the statement of purpose and program objectives re-evaluated annually to aid in updating instructional offerings? | 241 | 42 | 85 | 0 |
| B. Instructional Technology | | | | |
| (1) Are program objectives identified, listed and stated in measurable and performance terms? | 236 | 47 | 83 | 0 |
| (2) Does the program provide a multi-media instructional approach to accommodate different learning styles of students? | 236 | 20 | 92 | 0 |
| (3) Are proper work habits and attitudes included and integrated into the curriculum? | 277 | 6 | 97 | 0 |
| (4) Are students provided with ample practice time utilizing suitable equipment and/or materials? | 263 | 20 | 92 | + |
| (5) Does the program include activities that emphasize proper health and safety procedures? | 274 | 9 | 96 | 0 |
| (6) Does the instructional process provide for individual learning differences and career objectives? | 268 | 15 | 94 | 0 |

## COMPOSITE DATA FOR ON-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM
## STANDARD IV - EDUCATIONAL PROGRAMS

| CRITERIA | Y | N | % | Chg |
|---|---|---|---|---|
| (7) Are instructional activities of student organizations, where established, available to all students in the instructional program without regard to membership in any student organization? | 263 | 20 | 92 | 0 |
| (8) Does the instructor have a curriculum guide or outline consisting of sequenced units of study and specified time requirements? | 250 | 33 | 88 | + |
| C. Program Admissions | | | | |
| (1) Are written policies available which govern admission to each vocational program? | 240 | 43 | 84 | 0 |
| (2) Are admission policies clearly expressed, published, and readily available? | 233 | 50 | 82 | 0 |
| (3) Are admissions policies free of bias that would adversely affect women, minorities, handicapped, disadvantaged or limited English speaking students? | 254 | 29 | 89 | 0 |
| (4) Are both male and female students provided information and the opportunity to enter non-traditional programs? | 261 | 22 | 92 | 0 |
| D. Learning Resource/Media Center | | | | |
| (1) Are materials such as audiovisual aids, reference books and related technical manuals sufficient to provide for a multi-media approach to education? | 253 | 30 | 89 | 0 |
| (2) Are funds provided in the annual budget for the purchase of learning resources? | 247 | 36 | 87 | - |

## COMPOSITE DATA FOR ON-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM
## STANDARD IV - EDUCATIONAL PROGRAMS

| CRITERIA | Y | N | % | Chg |
|---|---|---|---|---|
| (3) Do the learning resource materials include audiovisual aids and equipment, reference books, industrial and technical manuals and pertinent trade technical and professional periodicals? | 264 | 19 | 93 | 0 |
| (4) Are learning resource materials (books, manuals and periodicals) convenient for use by instructors and to students? | 266 | 17 | 93 | 0 |
| E. Equipment, Instructional Materials and Consumable Supplies | | | | |
| (1) Are supplies, instructional materials and equipment adequate to meet program objectives? | 192 | 91 | 67 | - |
| (2) Is there a system of inventory for equipment, supplies, and materials? | 274 | 9 | 96 | 0 |
| (3) Is instructional equipment utilized to attain program objectives? | 276 | 7 | 97 | 0 |
| (4) Is there a plan or schedule for the systematic replacement of equipment over an anticipated wearout period? | 145 | 138 | 51 | - |
| (5) Has obsolete, broken, or otherwise unusable equipment been disposed of, repaired, or updated? | 208 | 75 | 73 | 0 |
| (6) Are instructional materials non-discriminatory (free from social and sexual bias)? | 262 | 21 | 92 | 0 |
| F. Student Record Keeping and Assessment | | | | |
| (1) Are criterion referenced measures used to determine attainment of defined course objectives? | 219 | 64 | 77 | - |
| (2) Is a current record of each student's progress in meeting each performance objective maintained? | 224 | 59 | 79 | - |

## COMPOSITE DATA FOR ON-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM
## STANDARD IV - EDUCATIONAL PROGRAM

| CRITERIA | Y | N | % | Chg |
|---|---|---|---|---|
| (3) Are continuous efforts made to determine if evaluation methods are reliable, valid, and effective? | 252 | 31 | 89 | + |
| (4) When applicable, is there a process of reporting progress of high school senior plan students enrolled in postsecondary vocational programs to the parent high school? | 177 | 106 | 62 | - |
| G. Staff | | | | |
| (1) Are there established channels of communications between administration and staff which will allow for effective interchange of ideas and information? | 270 | 13 | 95 | 0 |
| (2) Does the instructor have a professional development plan? | 258 | 25 | 91 | 0 |
| (3) Does the professional development plan provide for professional improvement through such activities as courses, work experience, conferences, seminars, workshops, and self-study? | 262 | 21 | 92 | 0 |
| (4) If instructors have a responsibility for disadvantaged or handicapped students, do their professional development plans include objectives related to the improvement of instructional methods of teaching students with special needs? | 237 | 46 | 83 | - |
| (5) Are new instructors, or instructors returning to teaching after an absence of one or more years, required to attend special workshops sponsored by the State Department of Education? | 234 | 49 | 82 | - |
| (6) Are there indications that the LEA (local board) encourages and supports the professional growth of the instructional staff? | 269 | 14 | 95 | 0 |
| (7) Is the instructor/student ratio for the program compatible with program objectives? | 249 | 34 | 87 | + |
| (8) Are instructors and other staff evaluated and counseled at least annually? | 263 | 20 | 92 | na |

COMPOSITE DATA FOR ON-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM
STANDARD IV - EDUCATIONAL PROGRAMS

| CRITERIA | Y | N | % | Chg |
|---|---|---|---|---|
| H. Program Review and Evaluation | | | | |
| (1) Is there a formal process to evaluate student attainment of course objectives? | 263 | 20 | 92 | + |
| (2) Is there an on-going process to evaluate programs in terms of objectives, content, and methods? | 251 | 32 | 88 | 0 |
| (3) Does the evaluation process include provisions for input from such sources as faculty, staff, advisory committees, job placement history, employers, etc.? | 234 | 49 | 82 | 0 |
| I. Special Populations | | | | |
| (1) Is an instructor or staff member assigned to coordinate academic and vocational education of disadvantaged, handicapped, and/or limited English speaking students? | 240 | 43 | 84 | - |
| (2) Are instructional materials and equipment provided which would enable special needs students to benefit from instruction? | 242 | 41 | 85 | - |
| (3) Are services of a regular or remedial academic teacher available to provide academic remediation for special needs students? | 247 | 36 | 87 | 0 |
| (4) Are academic remediation services available to special needs students which assist them to enter and/or succeed in vocational programs? | 243 | 40 | 85 | - |
| (5) Are existing programs adapted or modified, as necessary, whereby special needs students can profit from instruction? | 251 | 32 | 88 | 0 |
| (6) When handicapped students are enrolled in a program, where necessary are tutors, readers, or interpreters provided to assist instructors in integrating the student into the existing program? | 219 | 64 | 77 | - |

## COMPOSITE DATA FOR ON-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM
## STANDARD IV - EDUCATIONAL PROGRAMS

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| CRITERIA | Y | N | % | Chg |
|---|---|---|---|---|
| (7) Are the program facilities within the program area free of architectural barriers which could limit accessibility to the program for mobility impaired students? | 188 | 95 | 66 | - |
| (8) If barriers are evident, is there a transition plan on file to eliminate them? | 161 | 122 | 56 | - |
| (9) Do instructors participate in the development of the I.E.P. for each handicapped student in their class? | 212 | 71 | 74 | na |
| (10) Are instructors aware of their responsibilities as defined in the I.E.P.? | 223 | 60 | 78 | na |
| (11) Does the I.E.P. for each student reflect long range goals and short term objectives as well as instructional strategies to be utilized by the instructor? | 218 | 65 | 77 | 0 |
| (12) Is each handicapped student enrolled in vocational education programs evaluated to determine what progress is being made, and what assistance is needed to meet the goals and objectives specified in the I.E.P.? | 226 | 57 | 79 | 0 |
| (13) Are handicapped students provided an opportunity to participate in all vocational activities, including career awareness, career exploration, guidance and counseling, vocational programs, and job placement services? | 253 | 30 | 89 | na |
| (14) Are both male and female students provided the information needed for decision making and the opportunity to participate in any program, service or activity, without regard to sex, race, national origin or handicap? | 264 | 19 | 93 | na |

## COMPOSITE DATA FOR ON-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM
## STANDARD IV - EDUCATIONAL PROGRAMS

| CRITERIA | Y | N | % | Chg |
|---|---|---|---|---|
| II. Occupational Programs | | | | |
| A. Instructional Technology | | | | |
| (1) Are the instructional programs organized to provide the knowledge and develop the skills that are necessary for occupational success? | 167 | 16 | 91 | - |
| (2) Are students informed of any licensing and/or certification procedures at both national and state levels prior to enrollment? | 156 | 27 | 85 | - |
| (3) Are sequenced learning objectives identified and utilized to reach identified program objectives? | 164 | 19 | 89 | 0 |
| (4) Has the instructor developed and utilized a series of lesson plans to ensure that sequenced units of instruction support each identified program objective? | 157 | 26 | 85 | 0 |
| (5) Is each student provided with a planned sequence of courses which leads to an occupational objective? | 145 | 38 | 79 | 0 |
| (6) Are learning experiences varied so that all students are provided an opportunity to achieve their individual occupational objective? | 158 | 25 | 86 | 0 |
| (7) Are tools and/or equipment maintained in a clean, safe, operating condition? | 153 | 30 | 83 | - |
| (8) Are hand tools (where appropriate to the program) properly stored, cleaned, oiled, and cutting edges sharpened and available for the next user? | 148 | 35 | 80 | - |
| (9) Are all machines and equipment, except portable machines and equipment, appropriately secured to prevent walking or moving? | 131 | 52 | 71 | - |
| (10) Are safety guards, where appropriate, provided and secured to machines? | 133 | 50 | 72 | - |

## COMPOSITE DATA FOR On-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM
## STANDARD IV - EDUCATIONAL PROGRAMS

| CRITERIA | Y | N | % | Chg |
|---|---|---|---|---|
| (11) Are emergency cut-off switches for machines and equipment easily identified and reachable from the operator's position? | 137 | 46 | 74 | - |
| (12) Is there sufficient space in labs and shops to minimize hazards? | 135 | 48 | 73 | - |
| (13) Are all floors kept in good repair, free from protruding nails, splinters, holes, unevenness, and loose boards, and are they treated to prevent slipping? | 156 | 27 | 85 | - |
| (14) Where appropriate, are safety color codes utilized to mark emergency equipment, traffic aisles, and operator station areas? | 109 | 74 | 59 | - |
| (15) Where appropriate, are safety guards provided for exposed exhaust fans , open pits, drain holes, etc.? | 135 | 48 | 73 | - |
| (16) Is safety integrated into all lab/shop instruction? | 158 | 25 | 86 | 0 |
| (17) Are first aid kits available and usable? | 132 | 51 | 72 | 0 |
| (18) Are emergency eyewash stations available in areas using caustic or toxic substances? | 99 | 84 | 54 | - |
| (19) In appropriate programs, are respirators available for students engaged in spraying operations where the possibility exists of inhaling harmful mist, fumes or vapors? | 107 | 76 | 58 | - |
| (20) Are instructors and students aware of emergency and first-aid procedures? | 159 | 24 | 86 | + |
| (21) In appropriate programs, is there evidence that personal protection devices such as rubber gloves, protective aprons, eye protectors, etc. are available and utilized routinely? | 141 | 42 | 77 | - |
| (22) Are valid minimum grade levels for reading and computational skills for enrollment available for each regular vocational program? | 127 | 56 | 69 | + |

## COMPOSITE DATA FOR ON-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM
## STANDARD IV - EDUCATIONAL PROGRAMS

| CRITERIA | Y | N | % | Chg |
|---|---|---|---|---|
| (23) Are minimum grade levels reasonable and based upon past experiences with success and failures in the program? | 138 | 45 | 75 | + |
| (24) Are applicants who do not meet minimum grade level requirements identified as academically disadvantaged? | 141 | 42 | 77 | + |
| (25) Do the instructional materials and equipment provided enable handicapped students to benefit from instruction related to the occupations for which they are training? | 158 | 25 | 86 | - |
| (26) Is energy awareness and conservation integrated into the curriculum? | 163 | 20 | 89 | na |
| B. Program/Craft Advisory Committees | | | | |
| (1) Does the program have an active program/craft committee? | 120 | 63 | 65 | + |
| (2) Does the program/craft committee include representatives from business, labor, and industry? | 122 | 61 | 66 | + |
| (3) Does the program/craft committee meet at least twice a year? | 115 | 68 | 62 | + |
| (4) Are minutes of the program/craft committee meeting retained for two years or, if less, since the committee was formed? | 104 | 79 | 56 | + |
| (5) Do the minutes indicate the dates of meetings, agenda, members present and recommendations presented? | 99 | 84 | 54 | 0 |
| C. Program Review and Evaluation | | | | |
| (1) Are courses or units of instruction derived from an analysis of the job by job incumbents? | 151 | 32 | 82 | 0 |
| (2) Does the vocational program for each student consist of a planned sequence of courses which leads to an occupational objective? | 154 | 29 | 84 | 0 |

## COMPOSITE DATA FOR ON-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM
## STANDARD IV - EDUCATIONAL PROGRAMS

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| CRITERIA | Y | N | % | Chg |
|---|---|---|---|---|
| (3) Are job placement opportunities available for students who complete or leave the program? | 149 | 34 | 81 | - |
| (4) Are results of job placement and employer satisfaction utilized to ensure that the program is meeting the needs of the students and the community? | 139 | 44 | 75 | - |
| (5) Are results of program/craft committee evaluations used for program improvement? | 120 | 63 | 65 | - |
| D. Live Work | | | | |
| (1) Are there written policies which stipulate the restrictions that apply to live work such as approval, school liability and handling of finances? | 119 | 64 | 65 | - |
| (2) Does the policy stipulate that neither the system, school, nor school employees shall receive economic profit from live work and that the projects do not compete with private enterprise? | 116 | 67 | 63 | - |
| (3) Is the live work related to training for the acquisition of occupational skills which the program purports to develop, and is it assigned to individuals and/or groups of students for the purpose of specific skill development? | 130 | 53 | 71 | - |
| (4) Is the live work project scheduled for individuals and/or groups of students to coincide as nearly as possible with the instructional unit for which the live work is associated? | 132 | 51 | 72 | - |
| E. Cooperative Education Supplement | | | | |
| (1) Has one individual been assigned the responsibility to coordinate the co-op program? | 172 | 11 | 93 | + |
| (2) Do the work experiences provide for an opportunity for students to increase or reinforce skills taught in the classroom/labs? | 173 | 10 | 94 | + |

# COMPOSITE DATA FOR ON-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM
## STANDARD IV - EDUCATIONAL PROGRAMS

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| CRITERIA | Y | N | % | Chg |
|---|---|---|---|---|
| (3) Do records indicate work related experience and employer evaluations as well as class/lab/shop achievement? | 170 | 13 | 92 | + |
| (4) Do the records indicate the type, amount, and quality of work accomplished by the student and wages paid? | 169 | 14 | 92 | + |
| (5) Does the work experience include an assessment by the employer of the students' personal and social behaviors? | 171 | 12 | 93 | + |
| (6) Are the students' aptitude and interest considered in placing them in cooperative work stations? | 170 | 13 | 92 | 0 |
| (7) Is there evidence that the cooperative coordinator visits students regularly to monitor training? | 164 | 19 | 89 | + |
| (8) Are all legal requirements relating to student employment, such as work permits, agreements, and targeted job tax credit applications complied with prior to work assignment? | 166 | 17 | 90 | + |
| (9) Does the student work a minimum of 15 hours per week at a salary commensurate with other salaried employees? | 171 | 12 | 93 | + |
| (10) Does each student in cooperative work have on file a training program signed by the cooperative coordinator? | 161 | 22 | 87 | 0 |
| (11) Are the records for cooperative education students maintained for five years? | 158 | 25 | 86 | + |
| (12) Are the same cooperative services available to students from non-profit private schools? | 152 | 31 | 83 | + |
| (13) Is the cooperative coordinator provided with sufficient daily time to coordinate, plan, and supervise the cooperative work program? | 168 | 15 | 91 | + |
| (14) Is the early release policy utilized to make the co-op program more responsive to the students' occupational objectives? | 173 | 10 | 94 | + |

## COMPOSITE DATA FOR ON-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM
## STANDARD IV - EDUCATIONAL PROGRAMS

| CRITERIA | Y | N | % | Chg |
|---|---|---|---|---|
| III. Non-Occupational Programs | | | | |
| A. Coordinated Vocational and Academic Education (CVAE) | | | | |
| (1) Are CVAE students identified and jointly enrolled in regular vocational programs based upon their career objectives? | 20 | 4 | 83 | + |
| (2) Are there provisions for remedial assistance to enable students to function in a regular vocational program? | 22 | 2 | 91 | + |
| (3) Does the curricula taught by the CVAE coordinator support the combination of competencies required in occupational programs? | 20 | 4 | 83 | - |
| (4) Are economically disadvantaged students placed in paid work experience situations? | 19 | 5 | 79 | 0 |
| (5) Are work permits, training agreements, and employer evaluations on file for students in work experience situations? | 20 | 4 | 83 | + |
| (6) Is adequate assistance provided by teacher aides to support the CVAE program? | 15 | 9 | 62 | 0 |
| B. Consumer Homemaking | | | | |
| (1) Does the curricula include instruction in the following four major areas of home economics? | | | | |
| (a) Child and Family Development | 64 | 2 | 96 | 0 |
| (b) Clothing and Textiles | 65 | 1 | 98 | + |
| (c) Foods and Nutrition | 65 | 1 | 98 | 0 |
| (d) Consumer Education and Resource Management | 62 | 4 | 93 | + |
| (e) Housing and Resource Management | 62 | 4 | 93 | 0 |

## COMPOSITE DATA FOR ON-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM
## STANDARD IV - EDUCATIONAL PROGRAMS

| CRITERIA | Y | N | % | Chg |
|---|---|---|---|---|
| (2) Are state curriculum guides used as a basis for consumer and homemaking instruction? | 63 | 3 | 95 | 0 |
| (3) Are both male and female students provided information and the opportunity to enroll in home economics programs? | 62 | 4 | 93 | 0 |
| (4) Are supervised home projects which are related to classroom instruction being accomplished by students? | 57 | 9 | 86 | - |
| (5) Are classes for adults and/or out-of-school youth conducted as part of the extended year activities of the teacher? | 46 | 20 | 69 | + |
| C. Industrial Arts | | | | |
| (1) Does the industrial arts teacher teach the following courses? | | | | |
| (a) Exploratory Industrial Arts | 33 | 18 | 64 | - |
| (b) World of Construction | 25 | 26 | 49 | - |
| (c) World of Manufacturing | 28 | 23 | 54 | 0 |
| (d) Power/Transportation | 22 | 29 | 43 | - |
| (2) Are state curriculum guides used for the industrial arts exploratory instruction program? | 45 | 6 | 88 | + |
| (3) Does the industrial arts program provide exploratory and pre-vocational experiences that act as a feeder to existing secondary trade and industrial education programs as well as postsecondary technical programs? | 44 | 7 | 86 | 0 |
| (4) Are both male and female students provided information and the opportunity to enroll in industrial arts programs? | 50 | 1 | 98 | 0 |

## COMPOSITE DATA FOR ON-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM
## STANDARD IV - EDUCATIONAL PROGRAMS

| CRITERIA | Y | N | % | Chg |
|---|---|---|---|---|
| (5) Does the curriculum provide learning experiences which assist students in making an informed and meaningful occupational choice? | 49 | 2 | 96 | + |
| D. Program of Education and Career Exploration (P.E.C.E.) | | | | |
| (1) Is each P.E.C.E. course either 12 or 18 weeks in length? | 12 | 3 | 80 | - |
| (2) Are students included from all achievement levels and socioeconomic backgrounds? | 13 | 2 | 86 | - |
| (3) Is the coordinator assigned to P.E.C.E. instruction and coordination on a full basis in grades 7, 8, or 9? | 12 | 3 | 80 | 0 |
| (4) Is each P.E.C.E. student provided with exploratory experiences in high school vocational classes? | 11 | 4 | 73 | - |
| (5) Are all P.E.C.E. students flexibly scheduled and permitted to participate for 2 hours or more in at least 6 community exploratory experiences? | 9 | 6 | 60 | - |
| (6) Is safe and reliable transportation, other than the coordinator's personal vehicle, provided to support the community exploratory experiences? | 11 | 4 | 73 | - |
| (7) Does the coordinator have one or more unencumbered class period daily for transporting and supervising P.E.C.E. students in community settings? | 10 | 5 | 66 | - |
| E. Related Vocational Instruction (RVI) | | | | |
| (1) Is the RVI teacher assigned on a full-time basis to duties outlined in his/her job description? | 21 | 4 | 84 | + |

## COMPOSITE DATA FOR ON-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM
## STANDARD IV - EDUCATIONAL PROGRAMS

| CRITERIA | Y | N | % | Chg |
|---|---|---|---|---|
| (2) Is there evidence of joint planning between vocational educators and the RVI teacher in developing Individualized Education Programs? | 22 | 3 | 88 | + |
| (3) Has the vocational interest and aptitude of each RVI student been identified? | 21 | 4 | 84 | + |
| (4) When teacher aides are provided for RVI programs, are they used on a full-time basis to provide support to the RVI program? | 18 | 7 | 72 | - |
| (5) Is the course content of the RVI program based on related instruction necessary for a student to succeed in the regular vocational program? | 21 | 4 | 84 | + |
| (6) Is there evidence of a close working relationship between RVI, special education and vocational education in meeting the needs of students? | 21 | 4 | 84 | + |
| (7) Are students enrolled in the RVI program selected by the LEA's special selection committee according to the legal categories of handicapping? | 23 | 2 | 92 | + |

## COMPOSITE DATA FOR ON-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM
## STANDARD IV - EDUCATIONAL PROGRAMS

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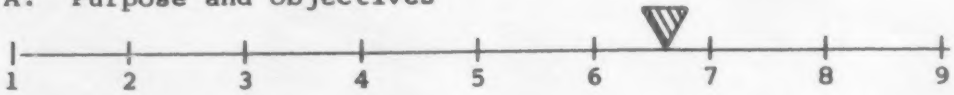
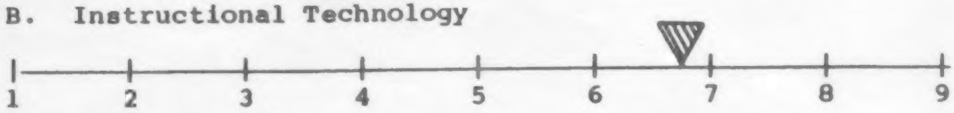
### PROGRAM IMPROVEMENT PROFILE SUMMARY

I. General

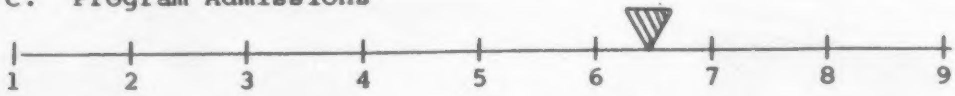
A. Purpose and Objectives



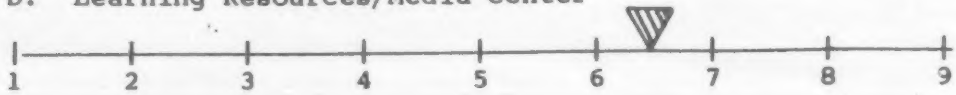
B. Instructional Technology



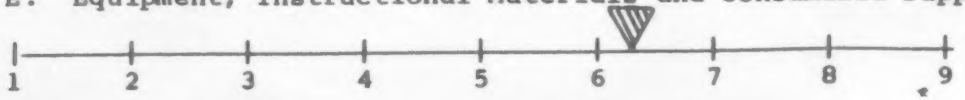
C. Program Admissions



D. Learning Resources/Media Center

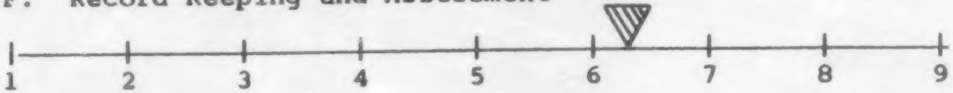


E. Equipment, Instructional Materials and Consumable Supplies

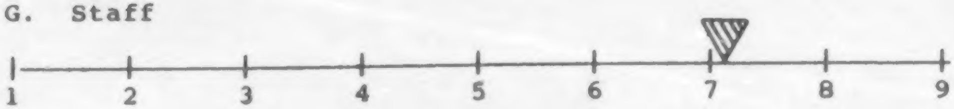


## COMPOSITE DATA FOR ON-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM
## STANDARD IV - EDUCATIONAL PROGRAMS

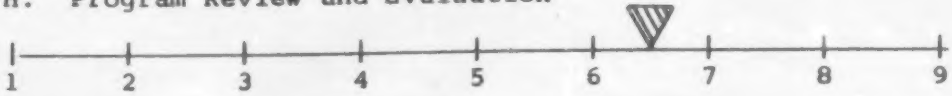
F. Record Keeping and Assessment



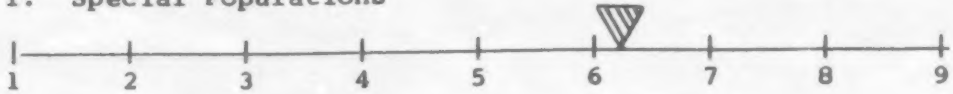
G. Staff



H. Program Review and Evaluation



I. Special Populations



## COMPOSITE DATA FOR ON-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM
## STANDARD IV - EDUCATIONAL PROGRAMS

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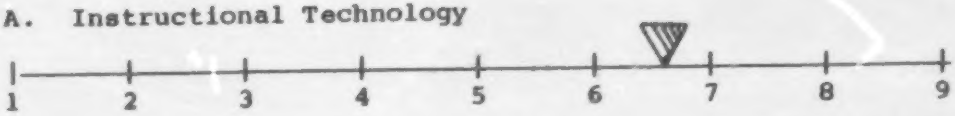
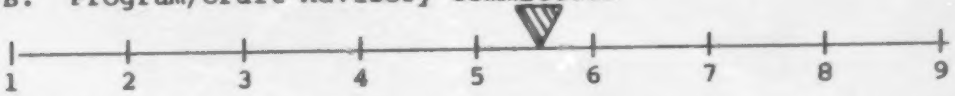
### PROGRAM IMPROVEMENT PROFILE SUMMARY

II. Occupational Programs

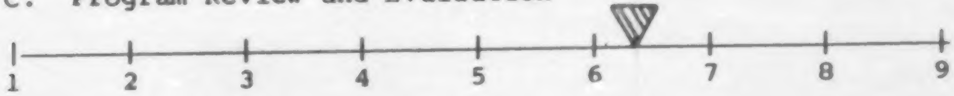
A. Instructional Technology



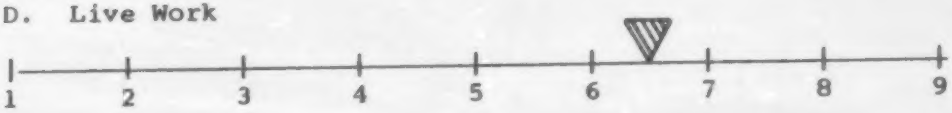
B. Program/Craft Advisory Committees



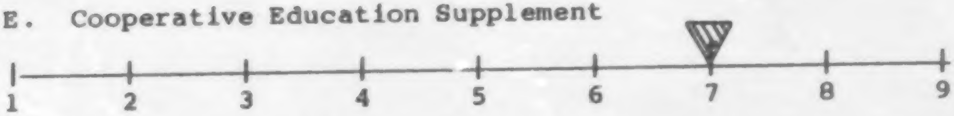
C. Program Review and Evaluation



D. Live Work



E. Cooperative Education Supplement

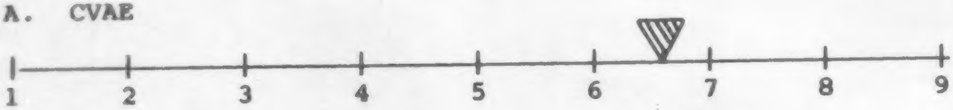


## COMPOSITE DATA ON-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM
## STANDARD IV - EDUCATIONAL PROGRAMS

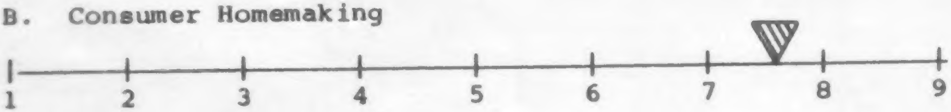
### PROGRAM IMPROVEMENT PROFILE SUMMARY

III. Non-Occupational Programs

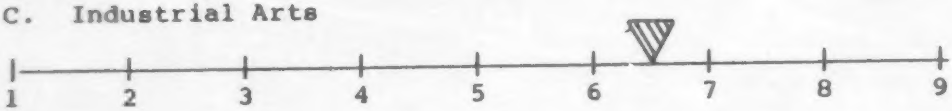
A. CVAE



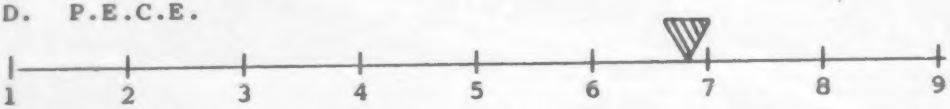
B. Consumer Homemaking



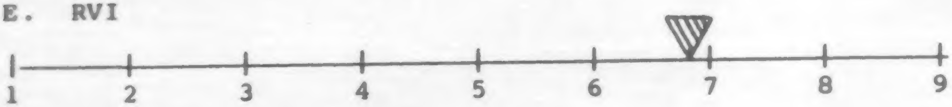
C. Industrial Arts



D. P.E.C.E.



E. RVI



## SUMMARY OF SECONDARY ON-SITE TEAMS' CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS
## STANDARD IV

| CONCLUSIONS | RECOMMENDATIONS | SUGGESTIONS |
|---|---|---|
| Team reports indicate that the vocational programs were generally meeting the needs of the population served. However, teams also commented that selected elements within the programs required improvement.<br>Teams experienced some difficulty in evaluating pre-vocational programs. The lack of a definite identity and the many variables associated with these programs generated some confusion.<br>Comments by evaluation teams regarding the adequacy and sufficiency of special needs programs were noticeable in program conclusions.<br>Evaluation teams were laudatory regarding the efforts made by instructors to present high quality programs despite some crowded conditions, lack of equipment, lack of proper equipment and other local constraints.<br>While evaluation teams commended the integration of safety in their occupational programs, a significant number of reports contained comments on inadequate health and safety precautions in shops and laboratories.<br>Team comments indicate a need to coordinate the vocational effort with other instructional areas.<br>The majority of programs evaluated show a persistent need to develop sequentially structured courses which lead to saleable skills.<br>Evaluation teams expressed their concern over the lack of proper evaluation devices particularly in shops and laboratories. Progress charts and other administrative tools are still being used as performance evaluation instruments. Where progress charts are not used, written tests are being used to evaluate performance. | It is recommended that:<br>Each LEA continue to evaluate and revise existing program objectives and develop measurable objectives for all programs.<br>OVE develop in-service training to assist vocational instructors in developing sequential program structures. For those programs already having sequential structures their use should be encouraged and refined.<br>Each LEA review and evaluate remediation services provided for vocational students; review and evaluation be accompanied by other than RVI and CVAE personnel.<br>LEAs continue to develop and implement occupational programs to provide instruction in occupations where employment possibilities exist.<br>Each LEA ensure that student enrollments be limited to training stations available.<br>Proper health and safety procedures be integrated into all phases of vocational curricula.<br>Each LEA emphasize the importance of maximizing coordination with other instructional areas.<br>OVE in cooperation with the LEAs emphasize the importance of developing sequential program structures. A model for sequencing and using sequential lesson plans or units should be made available to instructors.<br>OVE should assist LEAs in developing performance rating instruments to evaluate performance based instruction based upon criterion-referenced measures now occurring in laboratories and shops. | It is suggested that:<br>Work areas in laboratories be expanded.<br>A master cut-off switch be installed in all classrooms to shut off all electricity when classrooms are not in use.<br>IEPs be updated each quarter to show student progress in all vocational areas.<br>Copies of the curriculum guide be made available at the classroom level.<br>Vocational supervisors formally evaluate instructors annually.<br>A communication system be established between staff and library personnel for the selection and purchase of books, audiovisuals and other materials related to vocational education.<br>Efforts be made to recruit females in industrial arts programs.<br>Vocational and career interest testing materials be purchased for pre-vocational and exploratory programs.<br>Emphasis placed on placing DCT students in trade and industrial related jobs.<br>Obsolete textbooks and training aids be discarded.<br>Resources be made available for instructors to attend workshops and conferences for staff development purposes.<br>Exploratory courses be more closely coordinated with actual courses. |

# SUMMARY OF SECONDARY ON-SITE TEAMS' CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS
## STANDARD IV

### CONCLUSIONS

In most schools/systems the disposition of obsolete, broken or otherwise unusable equipment presents a problem. Team conclusions indicated a noticeable lack of equipment replacement schedules for major equipment.

Most evaluation reports cite academic remediation services for special needs students as extremely helpful. These reports, especially from CVAE and RVI appear in most cases to be self-serving.

Team reports indicate instructors are not being involved in the development of IEPs for handicapped and the so-called Individual Education Prescription for the disadvantaged. Therefore, their use in the instructional process is suspect.

Teams cited the need for most LEAs to improve the integration of audiovisuals in their vocational programs.

Written objectives were available for most courses, however, evaluation teams noted these objectives were not always stated in criterion referenced measures.

Availability and maintenance of first aid kits in laboratories and shops were a concern for most teams.

The lack of consumable supplies was mentioned in numerous reports.

Evaluation reports expressed concern regarding the lack of minimum grade levels for reading and computational skills required for most vocational programs.

Teams commented that a significant number of courses evaluated had course content not based upon a task analysis.

### RECOMMENDATIONS

Each LEA review/evaluate equipment and where necessary develop a systematic approach to replacing obsolete or broken equipment.

IEP and Individual Education Prescriptions, to be effective, must be developed in cooperation with the vocational instructors with whom the students are invovled.

LEAs strive to provide a comprehensive approach to learning; this should include judicious use of audiovisual aids.

Proper and appropriate first aid equipment be readily avalible in all laboratories and shops.

Valid minimum grade levels for reading and computational skills be identified for all occupational programs. Students not meeting these levels be provided with remediation until levels are attained.

Task analysis be used as a basis to develop occupational programs.

More emphasis be placed upon organizing and utilizing advisory councils and craft committees.

Comprehensive written policies be developed to guide and administer all live work projects.

More emphasis be placed upon developing, maintaining and utilizing cooperative education as an effective segment of the vocational instructional process.

Each LEA should review each program to determine the availability and utility of lesson plans.

Each LEA take the initiative to evaluate their programs in terms of objectives, content and methods.

### SUGGESTIONS

All machines used in shops be kept in good operating condition.

A continued effort be made to minimize architectural barriers that limit program accessibility for mobility impaired students.

A plan be devised to provide vocational interest and aptitude testing for each RVI student prior to being assigned to a vocational program.

More coordination be effected between junior and senior high in the areas of material support and follow-up in industrial arts after the exploratory phase is completed.

All instructors should be made aware of the vocational opportunities for special needs students.

First aid kits be made more visible in shops and laboratories.

OVE initiate plans to develop a more complete curriculum to include activities such as job interviews, job applications, work habits.

Student folders be accessible to students for daily or weekly reviews.

The vocational supervisor be provided with a list of advisory council/craft committee members, agenda and meeting dates.

Safety monitors be purchased to sanitize safety glasses or goggles.

All high voltage panels be marked with appropriate warning signs to include voltage present.

All live work programs be assigned to students for the purpose of specific skill development.

# COMPOSITE DATA FOR ON-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM
## STANDARD V - PHYSICAL FACILITIES

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CRITERIA

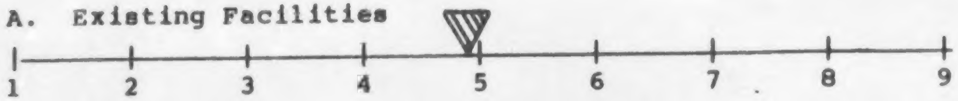
| A. Existing Facilities | Y | N | % | Chg |
|---|---|---|---|---|
| (1) Does the institution provide adequate light, heat and ventilation in all areas of the facility with particular attention to conditions which may adversely affect health and safety? | 19 | 22 | 46 | - |
| (2) Are space allocations for classrooms, laboratories, shops, work stations and storage areas appropriate for the number of students enrolled? | 22 | 20 | 52 | 0 |
| (3) Are facilities, including restrooms, dressing rooms, etc., conveniently located for both male and female students? | 23 | 18 | 56 | - |
| (4) Is a written plan available for providing emergency medical care? | 29 | 12 | 70 | 0 |
| (5) Are the facilities free from architectural barriers which could limit accessibility for handicapped students? | 18 | 23 | 43 | + |
| (6) If architectural barriers exist, is there a transition plan on file to eliminate these barriers? | 21 | 20 | 51 | + |
| (7) Are convenient restroom facilities provided for mobility impaired students? | 20 | 21 | 48 | 0 |
| (8) Are adequate storage areas available and conveniently located? | 21 | 20 | 51 | 0 |
| (9) Are fire resistant storage areas available to store combustible material? | 14 | 27 | 34 | - |
| (10) Are fire protection devices provided for all buildings? | 31 | 10 | 75 | - |
| (11) Are exits clearly marked and free from obstruction? | 25 | 16 | 60 | - |
| (12) Are electrical outlets and control switches in a safe condition and readily accessible? | 24 | 17 | 58 | - |

## COMPOSITE DATA FOR ON-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM
## STANDARD V - PHYSICAL FACILITIES

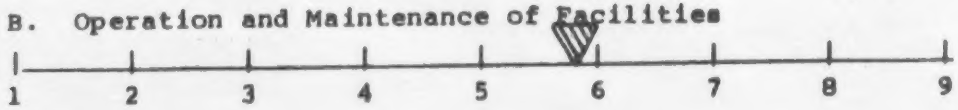
| CRITERIA | Y | N | % | Chg |
|---|---|---|---|---|
| (13) Are fire alarms/alerting systems in good working order? | 32 | 9 | 78 | - |
| (14) Are fire extinguishers discharged and refilled annually ($CO_2$ type extinguishers should be weight checked and recharged)? | 30 | 11 | 73 | - |
| (15) Are fire extinguishers located in an area easily accessible to a person entering or exiting a room? | 29 | 12 | 70 | - |
| (16) Are the available fire extinguishers compatible with the potential hazard that exists (i.e. non-conductive agents for fires associated with electrical equipment)? | 31 | 10 | 75 | - |
| B. Operation and Maintenance of Facilities | | | | |
| (1) Is there evidence of a plan for operating and maintaining the facility and its related equipment? | 34 | 7 | 82 | + |
| (2) Is an annual inventory of equipment and furnishings available? | 37 | 4 | 90 | + |
| (3) Are the general arrangements, cleanliness, and housekeeping conducive to learning? | 32 | 9 | 78 | 0 |
| (4) Is there evidence to indicate that efforts are made to conserve energy? (Program scheduling, control devices, maintenance, etc.) | 33 | 8 | 80 | na |

### PROGRAM IMPROVEMENT PROFILE SUMMARY

A. Existing Facilities



B. Operation and Maintenance of Facilities



# SUMMARY OF SECONDARY ON-SITE TEAMS' CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS
## STANDARD V

| CONCLUSIONS | RECOMMENDATIONS | SUGGESTIONS |
|---|---|---|
| LEAs are to be commended for their use of available space in supporting vocational education.<br>Team reports indicate lack of space a recurring problem in most evaluations; however, team reports also indicate that despite the lack of adequate space LEAs were doing the best with what they have.<br>Team reports indicate electrical problems (wiring, sockets) were a persistent write-up in most evaluations.<br>Teams expressed concern over the shortage of adequate storage areas, particularly fire resistant areas to store combustible materials.<br>Evaluation teams noted that while the buildings and grounds were maintained in generally good conditions, general housekeeping inside the buildings could be improved.<br>Evaluation team members expressed concern regarding the fire safety aspects of the vocational buildings. (Items such as fire exits used as storage areas; inadequate fire extinguishers; fire extinguishers not properly placed; fire extinguishers not properly inspected.)<br>There was little evidence to indicate that emergency medical plans were functional.<br>Team reports indicate little or no evidence of a general housekeeping maintenance plan being used in most schools.<br>Architectural barriers for handicapped or mobility impaired students were still noted at some schools.<br>Evaluators found little or no evidence of written plans for operating/maintaining/evaluating the effectiveness of the maintenance program. | It is recommended that:<br>LEAs continue to place the highest emphasis on providing facilities for learning which do not adversely affect the health and safety of personnel involved.<br>Each LEA should review its emergency medical plan to make sure it is functional. These plans should be periodically exercised and evaluated.<br>Adequate storage areas should be provided as necessary; particular attention should be given to fire resistant storage areas for combustible materials.<br>LEAs should emphasize their general housekeeping requirements to assist in improving the overall learning environment.<br>Each LEA should inspect the fire safety equipment in their schools to insure compatibility, access and proper functioning.<br>LEAs with architectural barriers that limit accessibility of handicapped or mobility impaired students to vocational programs should expedite a means of removing or negating these barriers, thereby ensuring access to programs for all students.<br>LEAs should begin corrective maintenance on wiring, plugs and fuse panels which constitute a safety hazard. | It is suggested that:<br>LEAs give consideration to providing more space in some laboratories or reduce enrollment to the number of work stations available.<br>Technical assistance be obtained from the OVE, advisory council or craft committees in studying space utilization.<br>Technical assistance be obtained to develop a functional emergency medical plan. |

## COMPOSTE DATA FOR ON-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM
## STANDARD VI - COMMUNITY RELATIONS

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CRITERIA

| | | Y | N | % | Chg |
|---|---|---|---|---|---|
| A. | Community Relations | | | | |
| (1) | Is one person designated to be responsible for coordination of the community relations program? | 30 | 11 | 73 | + |
| (2) | Are other school personnel advised and aware of their role in the community relations effort? | 37 | 4 | 90 | + |
| (3) | Does the community relations representative maintain a list of media (radio and/or TV stations, newspapers, etc.) to which school news releases are provided? | 32 | 9 | 78 | na |
| (4) | Is there a file of community relations activities available which includes records of such activities as public tours or open house, youth club community activities, provision of facilities for community school programs, recruiting activities or other public relations efforts? | 35 | 6 | 85 | na |
| B. | Advisory Council Involvement | | | | |
| (1) | Is there evidence of an active Advisory Council for the school? | 27 | 14 | 65 | + |
| (2) | Are records of the Advisory Council meetings on file? | 29 | 12 | 70 | 0 |
| (3) | Does the Local Advisory Council minutes indicate dates of meetings, agenda, members present, and recommendations? | 27 | 14 | 65 | + |
| (4) | Are records for the Advisory Council minutes retained for two years, or when the Council is less than two years old, since the formation of the Council? | 28 | 12 | 70 | + |
| (5) | Does the Local Advisory Council include representatives from business, industry, labor and the handicapped? | 28 | 12 | 70 | 0 |
| (6) | Does the Advisory Council include members of both sexes and ethnic minorities? | 31 | 9 | 77 | 0 |

## COMPOSITE DATA FOR ON-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM
## STANDARD VI - COMMUNITY RELATIONS

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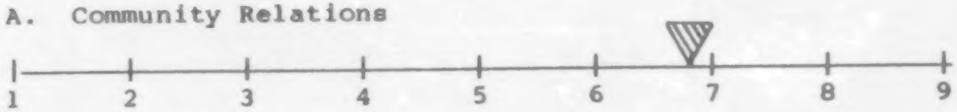
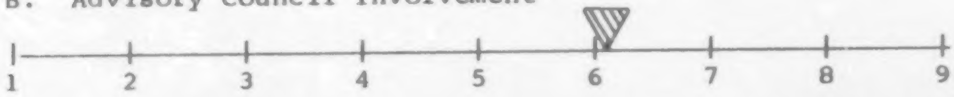
| CRITERIA | Y | N | % | Chg |
|---|---|---|---|---|
| (7) Does the Advisory Council provide advice concerning programs needed, adequacy of equipment, appropriateness of curriculum, employment opportunities, job development, and approval of Local Application? | 26 | 14 | 65 | na |

### PROGRAM IMPROVEMENT PROFILE SUMMARY

A. Community Relations



B. Advisory Council Involvement



# SUMMARY OF SECONDARY ON-SITE TEAMS' CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS

## STANDARD VI

| CONCLUSIONS | RECOMMENDATIONS | SUGGESTIONS |
|---|---|---|
| Evaluation teams concluded that most administrators are aware of the importance of community relations as an integral part of vocational education.<br>Reports indicate that in many of the schools evaluated the responsibility for community relations is not assigned to an individual, rather it is handled on an ad hoc basis.<br>Virtually all LEAs consider advisory and program/craft committees as an essential component to any vocational program; however, the evaluation reports indicate that effective utilization of these councils/committees are less than desirable.<br>The integration of advisory council/committee personnel in planning, evaluation and curriculum development could be substantially improved.<br>Evaluation teams indicated that the representative make-up of the advisory council membership could be improved.<br>Teams indicated there is insufficient involvement of local business and industry people in the vocational effort. | It is recommended that:<br>Each LEA develop a plan of activities to encourage more efficient utilization of community resources. Responsibility for the development and coordination of this plan should be assigned to an individual.<br>Use of local advisory councils and program/-craft committees in all phases of vocational education be encouraged by the LEAs.<br>Each LEA review the representative make-up of their advisory committee to ensure equal representation.<br>Minutes of advisory council and program/craft committee meetings be recorded. The minutes should include: date, agenda, members present, and recommendations made. The minutes should be kept on file for at least two years.<br>The county wide advisory council have input to the vocational program in matters concerning equipment, curricula and placement.<br>LEAs develop a list of types of media and contact persons for use in publicizing school news.<br>The advisory councils meet at least twice a year. | It is suggested that:<br>LEAs exert a greater effort to organize functional craft committees at the local levels.<br>Craft committees for each vocational area be organized and one person from each craft committee serve on the local advisory council.<br>Utilize advisory councils in a more direct manner to assist in public relations.<br>OVE give consideration to developing media material and initiating public information campaigns to increase awareness of the value and availability of vocational programs. These efforts will also help to maintain public awareness and support for vocational education. |

## COMPOSITE DATA FOR ON-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM
## STANDARD VII - VOCATIONAL GUIDANCE

CRITERIA

| A. Career Awareness and Orientation | Y | N | % | Chg |
|---|---|---|---|---|
| (1) Does the high school provide vocational guidance information to all students? | 34 | 4 | 89 | 0 |
| (2) Are students enrolled in the high school made aware of the various vocational education programs? | 35 | 3 | 92 | 0 |
| (3) Are students actively encouraged to seek out career information and assistance from the guidance office? | 34 | 4 | 89 | 0 |
| (4) Has an organized effort been implemented that encourages and assists prospective vocational students to visit specific vocational laboratory areas to talk with the vocational teacher and to review the facilities? | 30 | 9 | 76 | + |
| (5) Do counselors emphasize vocational opportunities in high school and postsecondary school as well as college placement? | 36 | 2 | 94 | + |
| (6) Is updated employment information on each vocational program offered made available to prospective vocational students? | 31 | 9 | 77 | + |
| (7) Does the high school provide high quality presentations on vocational education program options and opportunities for use with outside groups, such as with feeder school students, P.T.A.'s, civic clubs and industrial organizations, and community agencies? | 27 | 14 | 65 | + |
| (8) Are efforts made to make the students, business and industrial groups, and community agencies aware of vocational program opportunities? | 32 | 6 | 84 | + |
| (9) Are organized tours of the high school's vocational education program facilities, conducted for interested students, parent groups, school personnel, and other industrial and civic groups? | 31 | 9 | 77 | 0 |

## COMPOSITE DATA FOR ON-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM
## STANDARD VII - VOCATIONAL GUIDANCE

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CRITERIA

| B. Career Decision Making | Y | N | % | Chg |
|---|---|---|---|---|
| (1) Are student formally assisted in relating their interests and abilities to the vocational education learning opportunities available at the school? | 33 | 5 | 86 | + |
| (2) Are students enrolled in a feeder school formally assisted in beginning to relate their interests and abilities to the vocational education learning opportunities available at the high school? | 35 | 3 | 92 | + |
| (3) Are students invited to participate in organized group guidance sessions designed to provide insights into specific vocational course offerings? | 31 | 7 | 81 | + |
| (4) Are there organized efforts to inform students of alternative pathways toward satisfying personal career/education objectives? | 34 | 4 | 89 | + |
| (5) Are students assisted in making vocational program decisions by the guidance office, administration, teacher input, and interpretation of appropriate standardized vocational interest and aptitude tests? | 32 | 6 | 84 | + |
| (6) Is individual guidance or counseling assistance available to students to aid them in making vocational program choices? | 36 | 2 | 94 | + |
| (7) Are students encouraged to develop a personal education plan? | 32 | 6 | 84 | + |
| (8) Are students assisted in re-evaluating their personal education plan? | 33 | 5 | 86 | + |
| (9) Are adjustments to this plan made on a regularly scheduled and "as needed" basis? | 32 | 6 | 84 | + |
| (10) Are students provided with individual advisory services while they are pursuing training? | 34 | 4 | 89 | + |

## COMPOSITE DATA FOR ON-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM
## STANDARD VII - VOCATIONAL GUIDANCE

| CRITERIA | Y | N | % | Chg |
|---|---|---|---|---|
| (11) Are exit interviews conducted with each vocational "change" or "drop out?" | 26 | 11 | 71 | 0 |
| (12) Is appropriate student information shared with staff members? | 35 | 3 | 92 | + |
| C. Staff | | | | |
| (1) Is the size of the guidance staff compatible with the population to be served? | 30 | 8 | 78 | + |
| (2) Do counselors work closely and cooperatively with the vocational teachers and the vocational personnel to gain in understanding of the various vocational course offerings? | 34 | 4 | 89 | + |
| (3) Has the counseling and guidance personnel participated in available State conducted in-service workshops on vocational guidance? | 25 | 11 | 69 | + |
| D. Testing and Records | | | | |
| (1) Has a procedure been established to maintain the security of student records? | 36 | 1 | 97 | 0 |
| (2) Although the student's records are confidential, are they available to counselors and teachers to assist them in providing proper guidance? | 38 | 0 | 100 | + |
| (3) Are provisions made for emergency care of students' records in accordance with a written plan? | 24 | 13 | 64 | 0 |
| (4) Does the counseling process utilize instruments that are reliable and valid predictors of success in specific vocational programs? | 27 | 10 | 72 | + |
| (5) Are comprehensive diagnostic services provided to develop prescriptions for the instruction of disadvantaged and handicapped students in vocational program? | 29 | 9 | 76 | + |

## COMPOSITE DATA FOR ON-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM
## STANDARD VII - VOCATIONAL GUIDANCE

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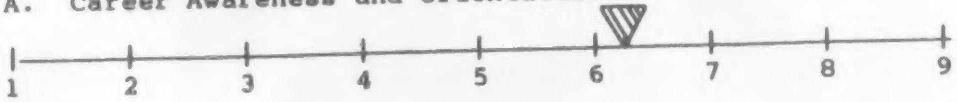
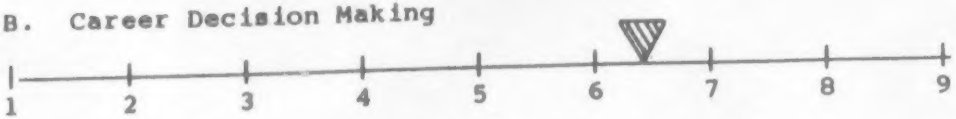
### PROGRAM IMPROVEMENT PROFILE SUMMARY

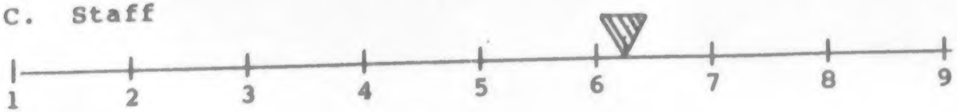
A. Career Awareness and Orientation



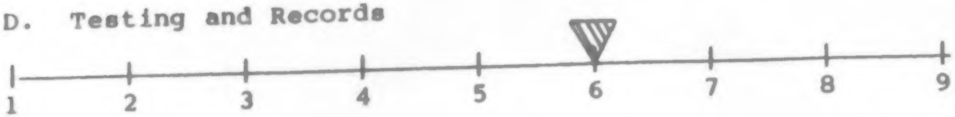
B. Career Decision Making



C. Staff



D. Testing and Records



## SUMMARY OF SECONDARY ON-SITE TEAMS' CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS

### STANDARD VII

| CONCLUSIONS | RECOMMENDATIONS | SUGGESTIONS |
|---|---|---|
| Evaluation reports indicate that the relationship between guidance and vocational personnel was found to be positive; however, some teams also report that improvements in this area must be made.<br>Teams' conclusions indicate that college placement is emphasized by the guidance staff in most LEAs.<br>Most LEAs were found to have an insufficient number of counselors and space necessary to provide counseling services.<br>Teams expressed their concern regarding the lack of updated employment information and current job information data in most LEAs.<br>Team conclusions indicate individual guidance or counseling assistance for vocational students can be improved in most LEAs.<br>Evaluation reports indicate that the ratio of counseling/guidance personnel to students exceeds practical limitations and therefore compromises the counseling/guidance function.<br>Teams expressed general concern regarding the non-availability of a plan to provide emergency care of student records in most LEAs.<br>There appears to be some evidence that indicates guidance personnel are not as familiar with vocational programs as they should be. | It is recommended that:<br>Guidance/counseling personnel become more knowledgeable regarding the variety of vocational programs being offered and the opportunities associated with these occupations.<br>A more determined effort be made on the part of all concerned to improve on the positive relationship that already exists between guidance and vocational personnel.<br>All LEAs review the guidance program and develop a comprehensive plan for guidance services to include all aspects of vocational education.<br>Guidance/counseling services should consider the students' interests and capabilities prior to program assignment; the interests and capabilities should be determined by other than subjective assessments.<br>LEAs conduct meeting between guidance and vocational personnel to discuss mutual professional interests.<br>LEAs develop a plan to actively involve guidance personnel in vocational activities.<br>Each LEA review their student to guidance/counselor ratio to determine realistic staffing requirements.<br>Each LEA provide for emergency care of permanent records, utilize valid and reliable vocational assessment instruments and provide diagnostic services to assess and guide handicapped students.<br>A formal program be developed to orient outside groups and students to options and opportunities available in the vocational program. | It is suggested that:<br>LEAs provide a faculty advisement system to assist students in choosing programs best suited to their needs, abilities and to meet graduation requirements.<br>LEAs provide a vocational guidance supervisor to assist in guidance and job placement services, supervision in vocational instruction and related guidance services.<br>Professional conferences for guidance personnel in vocational guidance should be scheduled periodically.<br>Guidance office be more centrally located to provide greater access to all students.<br>Counselors be provided the opportunity to attend state staff development activities.<br>Staff development programs be planned and implemented on a regluar basis for student advisors (9-12).<br>Preference in scheduling should be provided to students based upon their career objectives.<br>Attention be given to counseling students and obtaining materials in areas of high employment projections.<br>LEAs give consideration to planning a career day which would represent all occupational areas.<br>LEAs/OVE conduct in-service programs aimed at communicating what programs are available, what the requirements are and the requirements for and respect for pride in workmanship in all areas. |

# SUMMARY OF SECONDARY ON-SITE TEAMS' CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS
## STANDARD VII

| CONCLUSIONS | RECOMMENDATIONS | SUGGESTIONS |
|---|---|---|
|  | Organized tours of the school's vocational education facilities be conducted for interested students, parent groups, school personnel and other civic and industrial groups. | LEA/OVE make sure updated employment information is made available to all guidance/counseling offices.<br>The teacher advisement system be strengthened to include adequate planning and staff development to ensure that guidance and counseling sessions be such that they would aid students in making more realisitic vocational and career decisions.<br>LEAs encourage guidance personnel to attend inservice training programs on occupational issues.<br>All new vocational guidance personnel requesting certification should be required to have a minimum of one full year work experience outside the educational system and exclusive of part-time summer employment.<br>OVE conduct a series of workshops and seminars with attendance mandatory for guidance/counseling personnel to inform them of the relationship which exists between vocational and academic education.<br>All guidance/counselor personnel should be required to have "hands on" experience in the major career clusters as a prerequisite to certification.<br>OVE initiate a series of workshops and seminars for all guidance personnel to review the relationship which exists between vocational and academic education.<br>OVE provide in-service career guidance training to all counselors and establish vocational guidance as an area of specialization for counselors. |

## COMPOSITE DATA FOR ON-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM
## STANDARD VIII - PLACEMENT AND FOLLOW-UP

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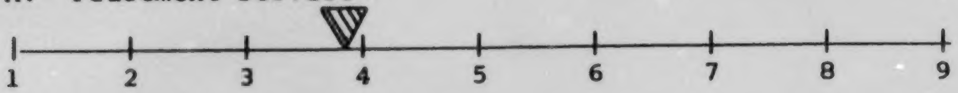
| CRITERIA | Y | N | % | Chg |
|---|---|---|---|---|
| A. Placement Services | | | | |
| (1) Is there a formally organized job placement effort? | 15 | 23 | 39 | 0 |
| (2) Has one individual been assigned to coordinate this service? | 16 | 24 | 40 | - |
| (3) Is the placement process a coordinated effort between student, counselors, and teachers? | 20 | 20 | 50 | - |
| (4) Is there a current file listing employment and educational opportunities maintained and made available for students and teachers? | 18 | 19 | 48 | 0 |
| (5) Is the faculty oriented annually on the resources and operation of the placement service? | 13 | 25 | 34 | 0 |
| (6) Are placement services available to all students (completers and early leavers)? | 21 | 19 | 52 | - |
| (7) Are placement services coordinated with those of other agencies? | 21 | 17 | 55 | 0 |
| B. Follow-Up | | | | |
| (1) Is there a policy which insures that the follow-up is systematic and continuous? | 15 | 23 | 39 | - |
| (2) Are placement records maintained on each graduate or early leaver and used as one means of measuring the success of the program in meeting its objectives? | 15 | 22 | 40 | - |
| (3) Is placement and follow-up information made available to all instructional personnel and administrative staff and used to improve the vocational effort? | 16 | 24 | 40 | - |

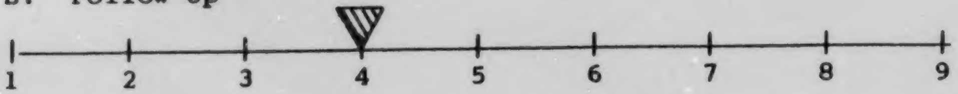
# COMPOSITE DATA FOR ON-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM
## STANDARD VIII - PLACEMENT AND FOLLOW-UP

### PROGRAM IMPROVEMENT PROFILE SUMMARY

A. Placement Service



B. Follow-Up



# SUMMARY OF SECONDARY ON-SITE TEAMS' CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS
## STANDARD VIII

| CONCLUSIONS | RECOMMENDATIONS | SUGGESTIONS |
|---|---|---|
| Teams expressed concern regarding the almost total lack of emphasis on job placement programs for completers or early leavers in most schools.<br>Teams also expressed concern regarding the availability of placement to all students; lack of an individual responsible for job placement and follow-up and the lack of faculty orientation toward job placement activities or results.<br>Although follow-up activities were conducted in some schools, in too many instances there was no evidence to indicate this data was of use or was provided to instructional and administrative personnel for program improvement.<br>In many instances when teams found the vocational instructor functioning as placement and follow-up personnel, the instructors retained the information.<br>Teams indicated that the MIS is insufficient to ensure adequate follow-up information.<br>Teams expressed their concern over the lack of understanding in many schools regarding the role of the counselor, the teacher and the administration in the placement and follow-up function; this lack of understanding directly attributes to a lack of coordination so vitally necessary in this function.<br>Team reports indicate that individual responsibility for the placement and follow-up program was seldom designated.<br>In too many instances teams found evidence of informal placement procedures with little or no evidence of placement records being used to plan and reinforce programs. | It is recommended that:<br>All LEAs review their placement and follow-up program to ensure placement and follow-up services are provided for program completers and leavers in areas related to their occupational training.<br>All LEAs ensure that placement and follow-up data are maintained to assist in determining program effectiveness.<br>LEAs ensure that an individual is designated to coordinate the placement/follow-up services with the additional responsibility of developing a current file of employment opportunities.<br>LEAs establish a policy to ensure systematic continuous placement and follow-up records will be maintained on each completer and early leaver.<br>The faculty be oriented annually to the resources and capabilities of placement services.<br>Placement services be a coordinated effort among students, counselors and instructors.<br>A placement and follow-up committee composed of vocational instructors, co-op teachers, counselors and administrators be formed to plan and implement a systematic placement and follow-up procedure.<br>Consideration be given to including the responsibilities for job placement and follow-up in the job description of the vocational supervisor.<br>Each LEA continue to review and refine placement and follow-up services now in effect.<br>OVE should initiate efforts to realign the guidance/counseling efforts in order to appropriately and effectively institute placement efforts. | It is suggested that:<br>The OVE assist the LEAs in providing up-to-date information regarding job opportunities, skills required and projected job needs for each planning area.<br>OVE provide technical assistance and staff development in the area of placement and follow-up.<br>A career guidance advisory committee be utilized in developing placement and follow-up program.<br>Advisory committee expertise be utilized to determine if vocational programs are equipping students with the required knowledge and skills needed for job placement.<br>Vocational instructors and the job placement coordinator meet periodically for the purpose of planning and maintaining the job placement program. |

# COMPOSITE COMPETENCY GRAPHS AND PROGRAM IMPROVEMENT PROFILES BY STANDARDS FOR SECONDARY VOCATIONAL PROGRAMS

## Competency Graphs

Ideally, each criterion for each standard should be responded to with a "yes" answer. In this manner each standard should indicate a 100% attainment of each of the criteria deemed essential for a quality vocational program. Since this was not the case, as indicated by the data, the competency graphs provide a visual indication of achievement by percentage for each standard. Similar competency graphs are provided for Standard IV - Educational Programs - for the major service areas listed. The competency graphs for Standard IV are shown by subsections of the standard according to the Assessment Guide format and are grouped according to general occupational and non-occupational programs. The graphs represent data aggregated by major service areas listed:

- Agriculture
- Business Office Education
- Distributive Education
- Health Occupations
- Home Economics
- Trades and Industries

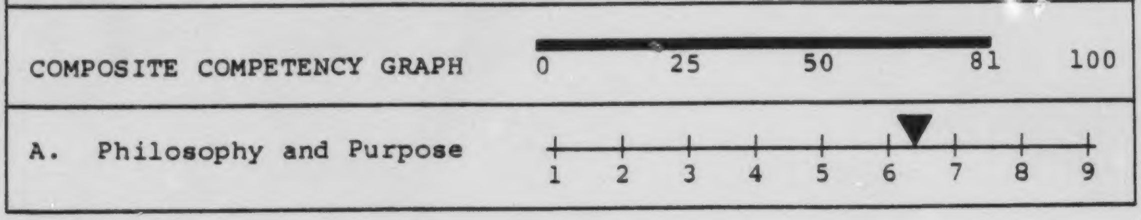
Non-occupational programs; CVAE; Home Economics; Industrial Arts; P.E.C.E. and R.V.I. are also graphically depicted.

## Program Improvement Profiles

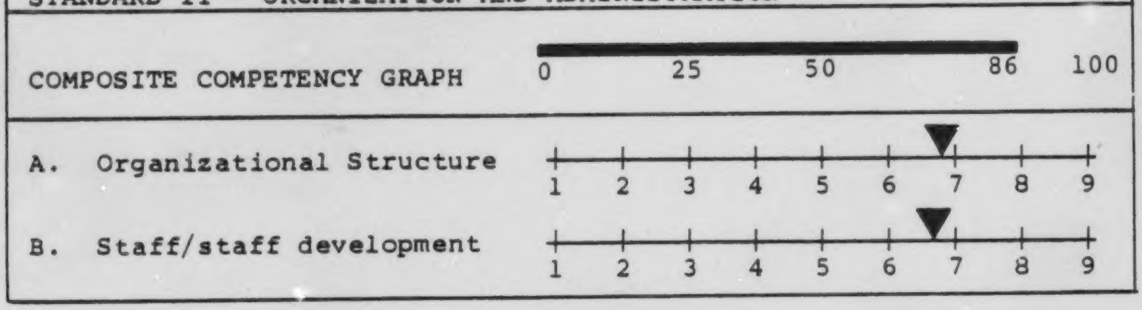
Each evaluation team was responsible for rating sub-sections of each standard on the Program Improvement Profile. The profile represents a nine-point continuum; the rating represents the teams' overall rating of that specific sub-section. The composite profile represents a summary of team member ratings and provides a graphic illustration of areas where program improvement is most needed. The competency graphs and Program Improvement Profile Summaries for Standard IV will follow the formats of the assessment guides. Secondary and Postsecondary assessment guides vary in content; data will be presented accordingly.

## COMPOSITE COMPETENCY GRAPHS AND PROGRAM IMPROVEMENT PROFILES BY STANDARDS FOR SECONDARY VOCATIONAL PROGRAMS

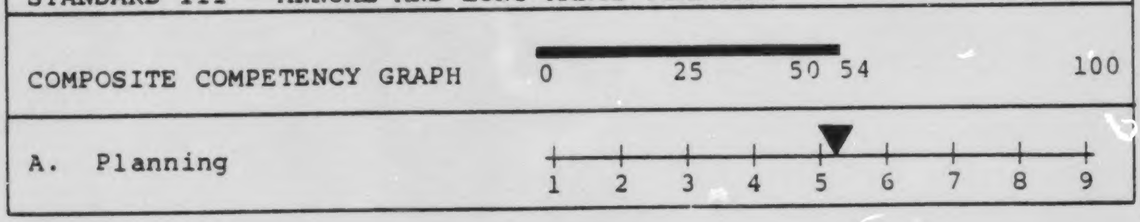
### STANDARD I - PHILOSOPHY AND PURPOSE



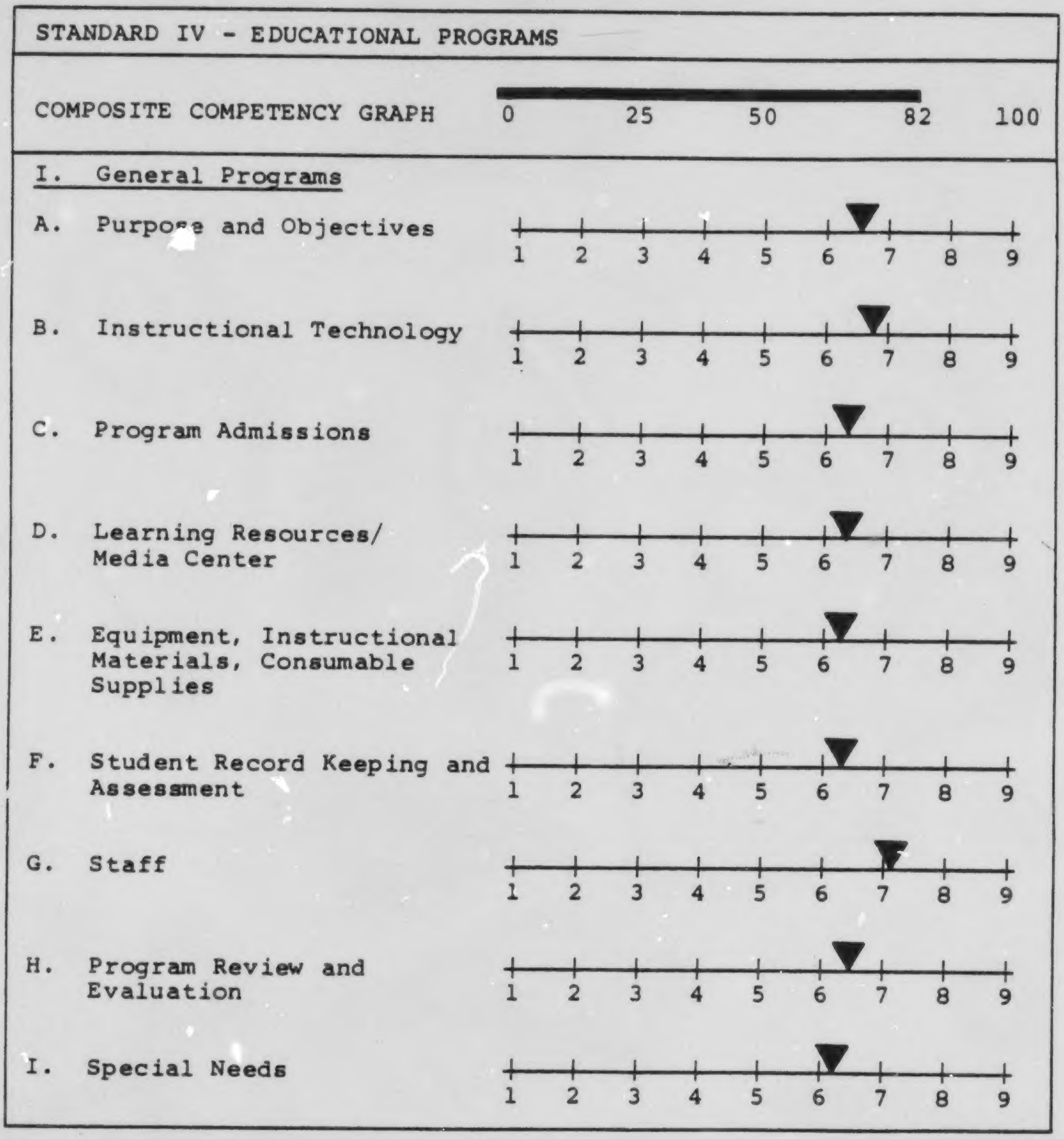
### STANDARD II - ORGANIZATION AND ADMINISTRATION



### STANDARD III - ANNUAL AND LONG RANGE PLANNING



## COMPOSITE COMPETENCY GRAPHS AND PROGRAM IMPROVEMENT PROFILES BY STANDARDS FOR SECONDARY VOCATIONAL PROGRAMS

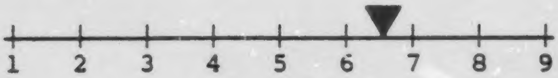


# COMPOSITE COMPETENCY GRAPHS AND PROGRAM IMPROVEMENT PROFILES BY STANDARDS FOR SECONDARY VOCATIONAL PROGRAMS

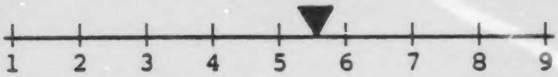
## STANDARD IV - EDUCATIONAL PROGRAMS

### II. Occupational Programs

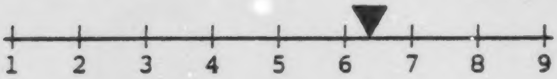
A. Instructional Technology



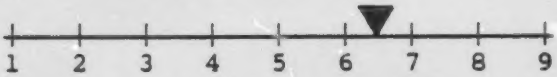
B. Program/Craft Advisory Committees



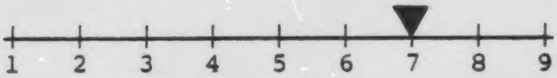
C. Program Review and Evaluation



D. Live Work Programs

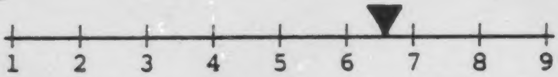


E. Cooperative Education Supplement

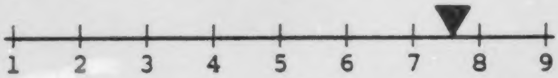


### III. Non-Occupational Programs

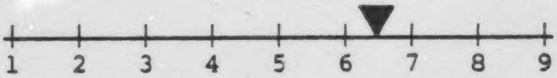
A. Coordinated Vocational and Academic Education (CVAE)



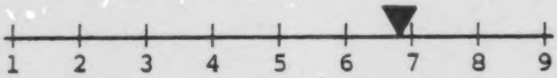
B. Consumer Homemaking



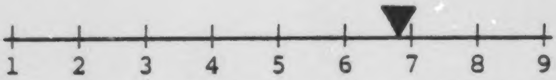
C. Industrial Arts



D. Program of Education and Career Exploration (P.E.C.E.)

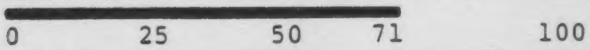


E. Related Vocational Instruction (R.V.I.)

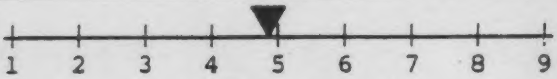


## STANDARD V - PHYSICAL FACILITIES

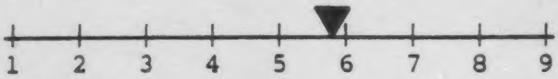
COMPOSITE COMPETENCY GRAPH



A. Existing Facilities

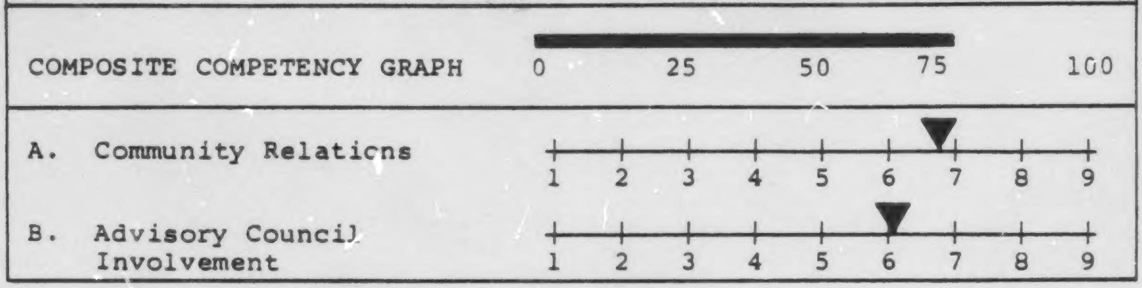


B. Operation and Maintenance of Facilities

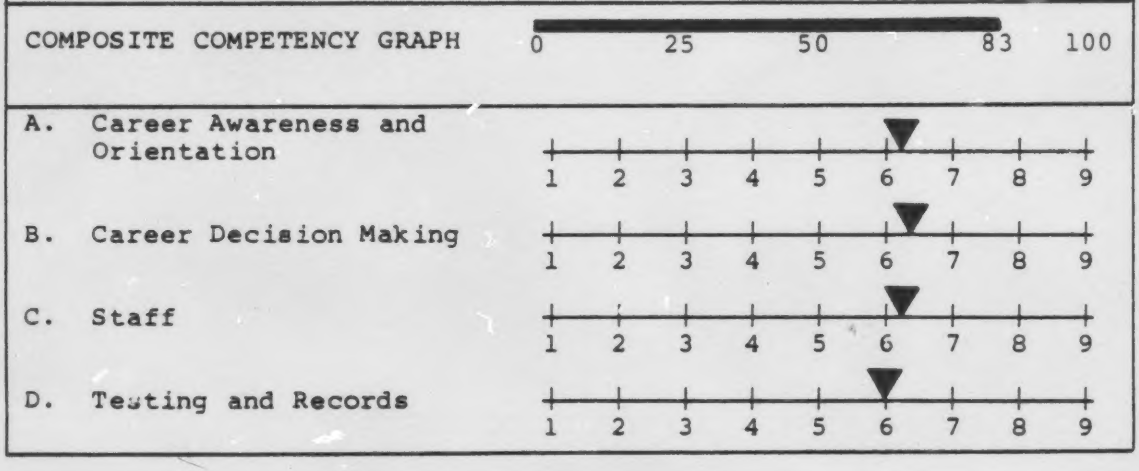


## COMPOSITE COMPETENCY GRAPHS AND PROGRAM IMPROVEMENT PROFILES BY STANDARDS FOR SECONDARY VOCATIONAL PROGRAMS

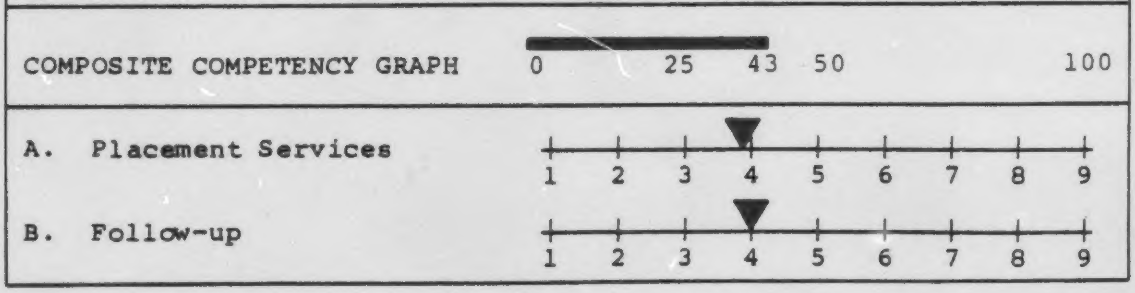
### STANDARD VI - COMMUNITY RELATIONS



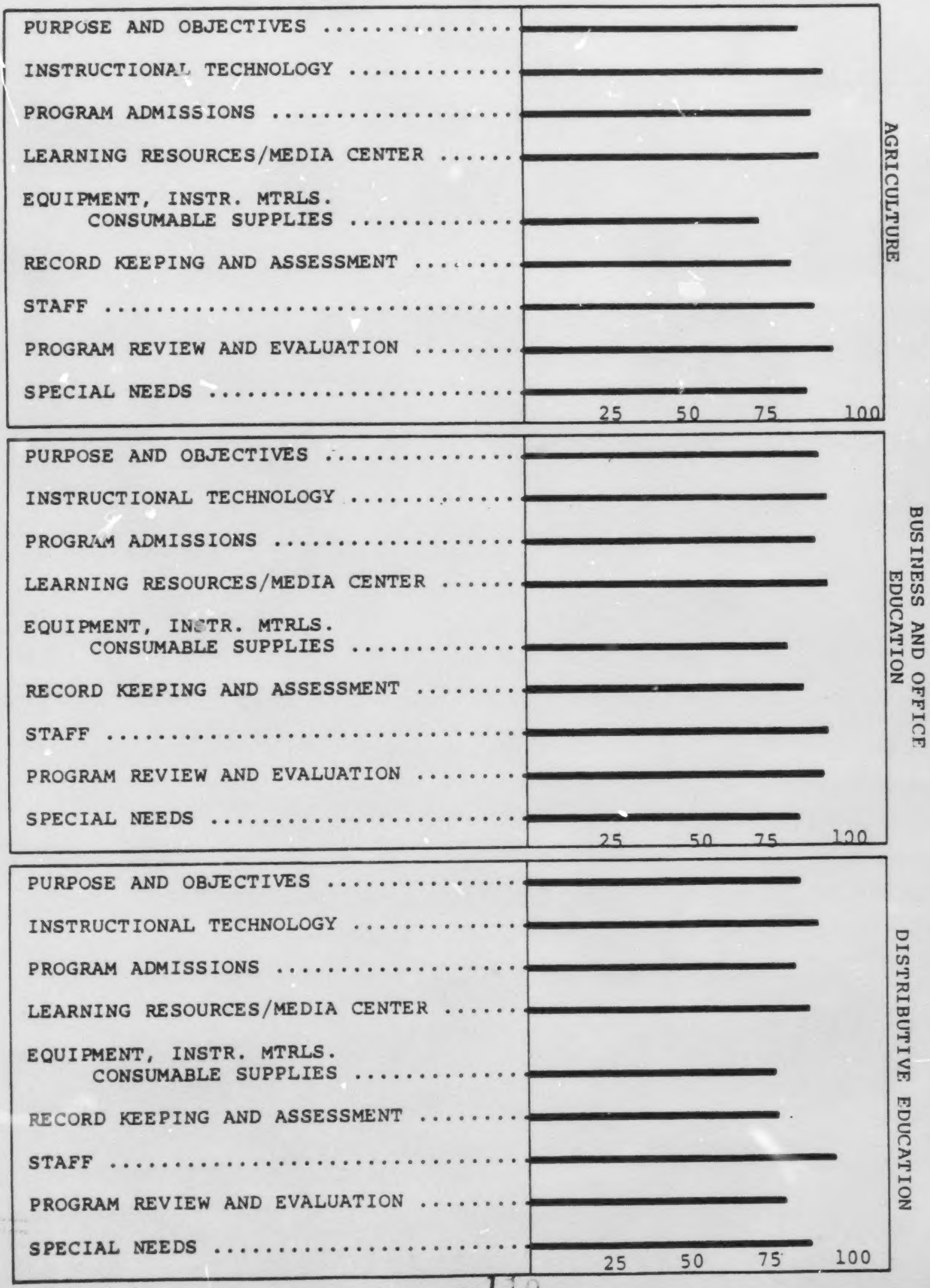
### STANDARD VII - VOCATIONAL GUIDANCE

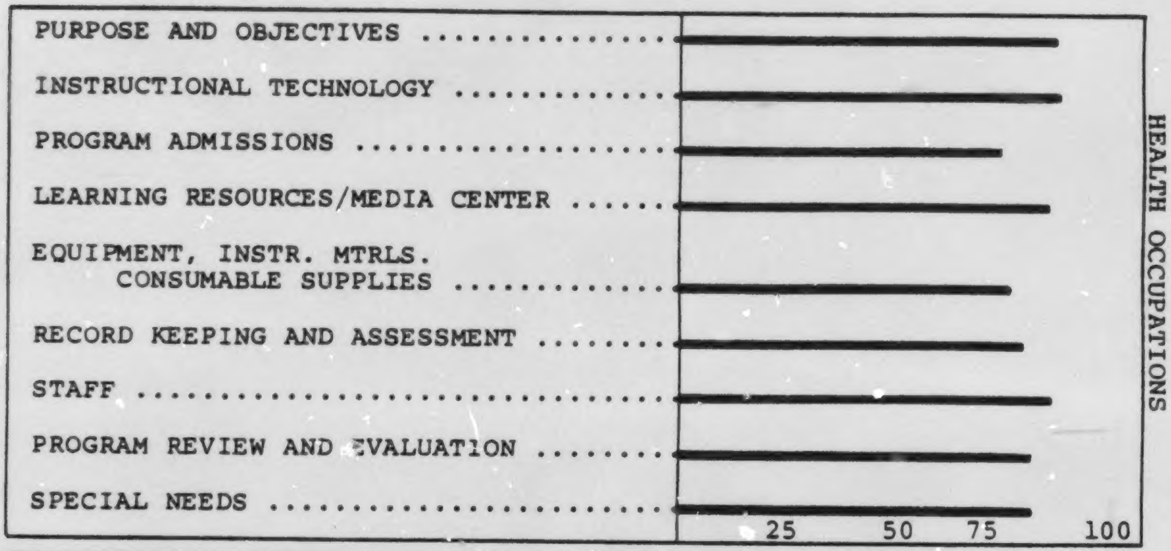


### STANDARD VIII - PLACEMENT AND FOLLOW-UP



SECONDARY COMPETENCY GRAPHS BY PROGRAM

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PROGRAM ADMISSIONS
LEARNING RESOURCES/MEDIA CENTER
EQUIPMENT, INSTR. MTRLS. CONSUMABLE SUPPLIES
RECORD KEEPING AND ASSESSMENT
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PROGRAM REVIEW AND EVALUATION
SPECIAL NEEDS
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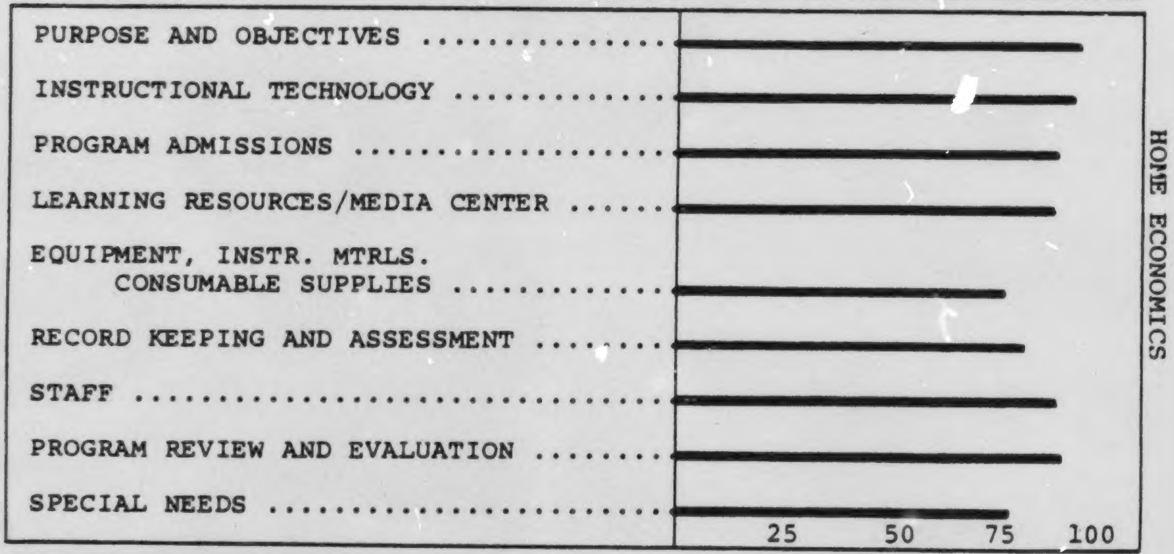
HEALTH OCCUPATIONS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PROGRAM REVIEW AND EVALUATION
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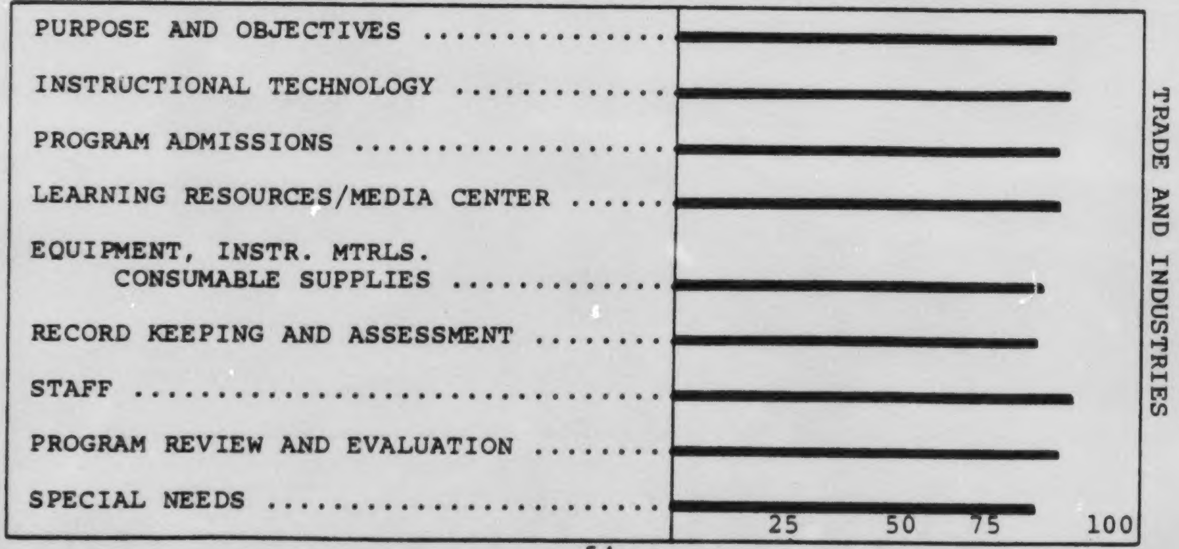
HOME ECONOMICS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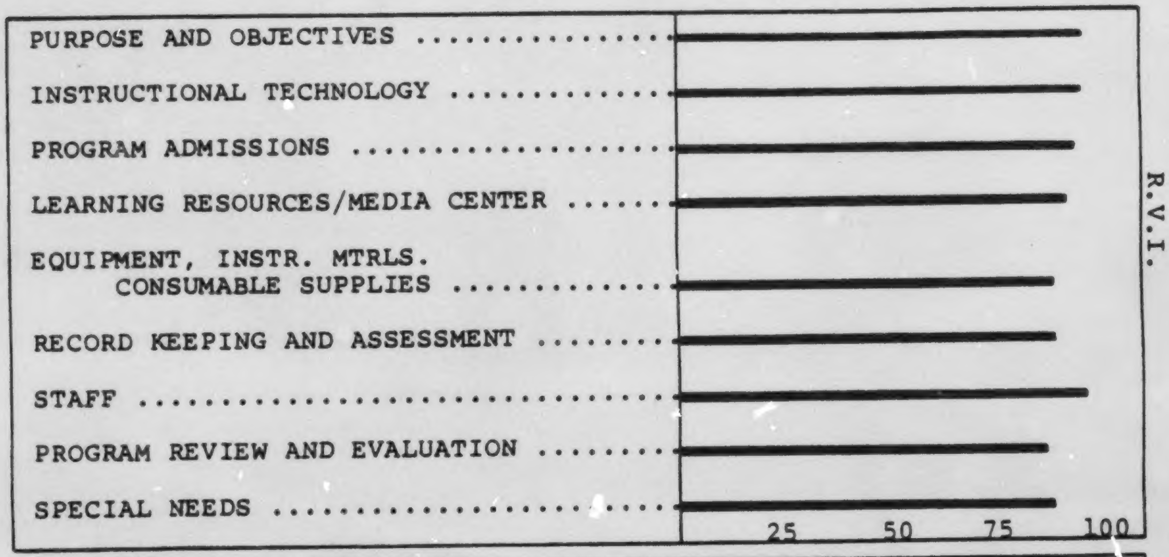
TRADE AND INDUSTRIES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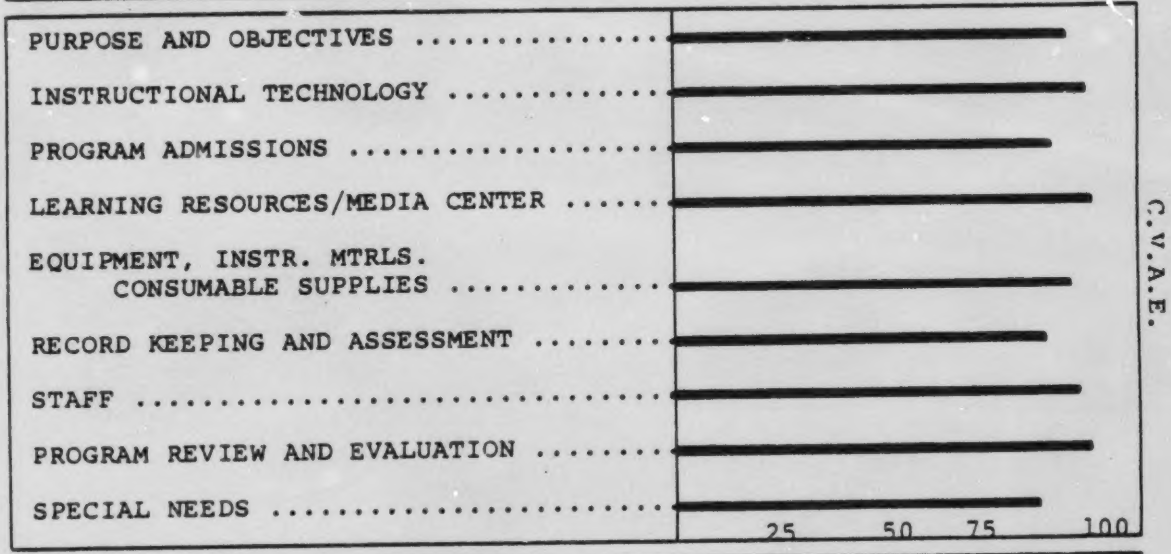
R.V.I.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EQUIPMENT, INSTR. MTRLS. CONSUMABLE SUPPLIES
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PROGRAM REVIEW AND EVALUATION
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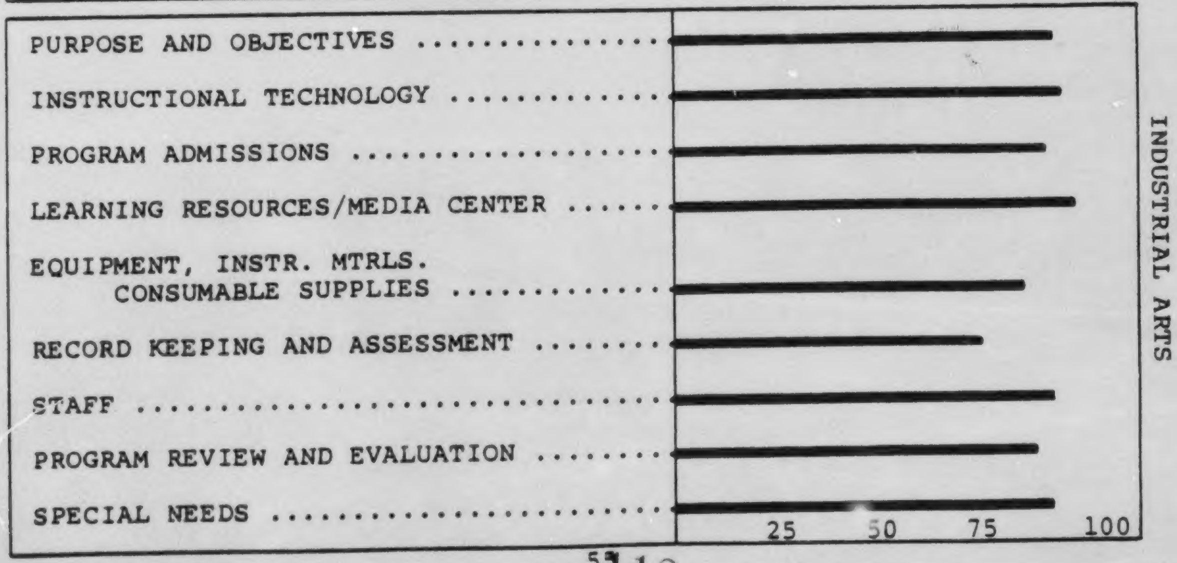
C.V.A.E.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PROGRAM ADMISSIONS
LEARNING RESOURCES/MEDIA CENTER
EQUIPMENT, INSTR. MTRLS. CONSUMABLE SUPPLIES
RECORD KEEPING AND ASSESSMENT
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PROGRAM REVIEW AND EVALUATION
SPECIAL NEEDS
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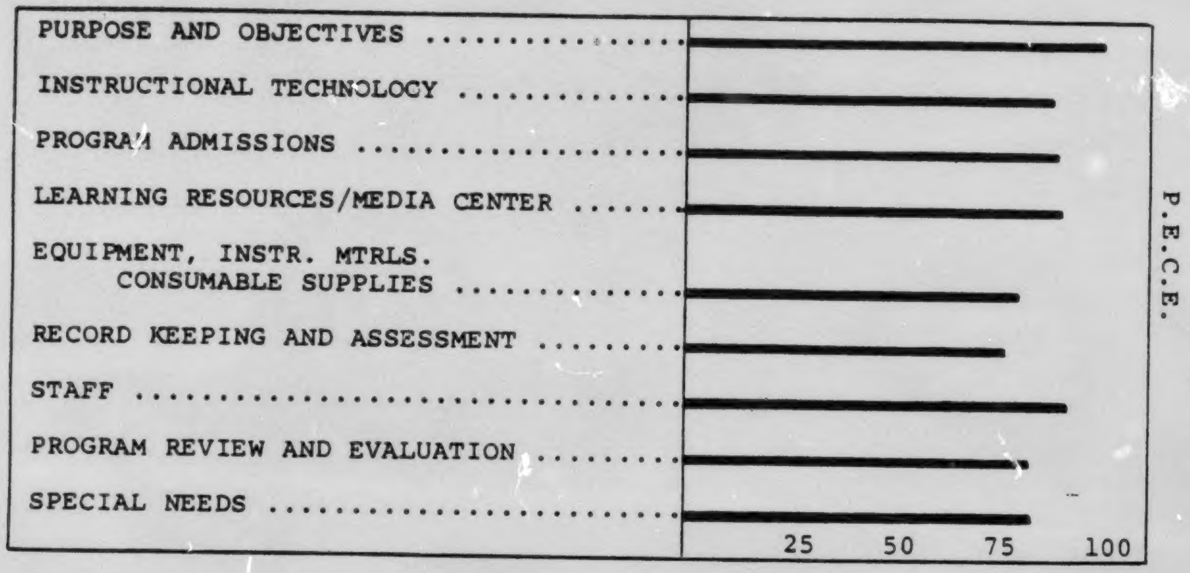
INDUSTRIAL ARTS



PURPOSE AND OBJECTIVES
INSTRUCTIONAL TECHNOLOGY
PROGRAM ADMISSIONS
LEARNING RESOURCES/MEDIA CENTER
EQUIPMENT, INSTR. MTRLS. CONSUMABLE SUPPLIES
RECORD KEEPING AND ASSESSMENT
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PROGRAM REVIEW AND EVALUATION
SPECIAL NEEDS
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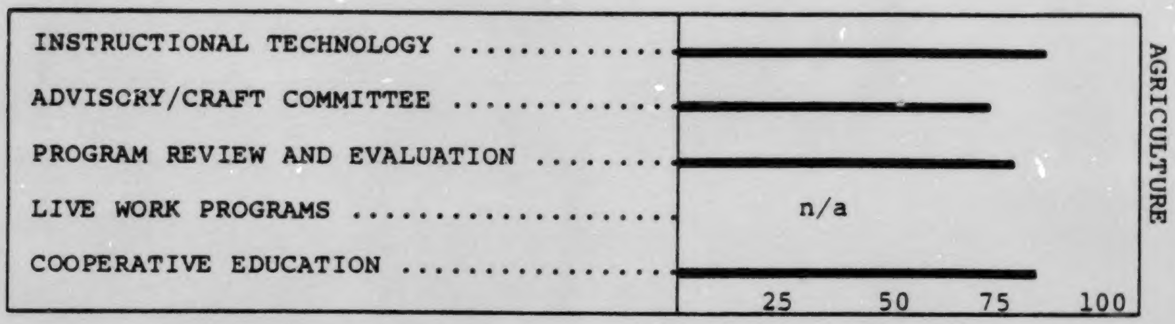
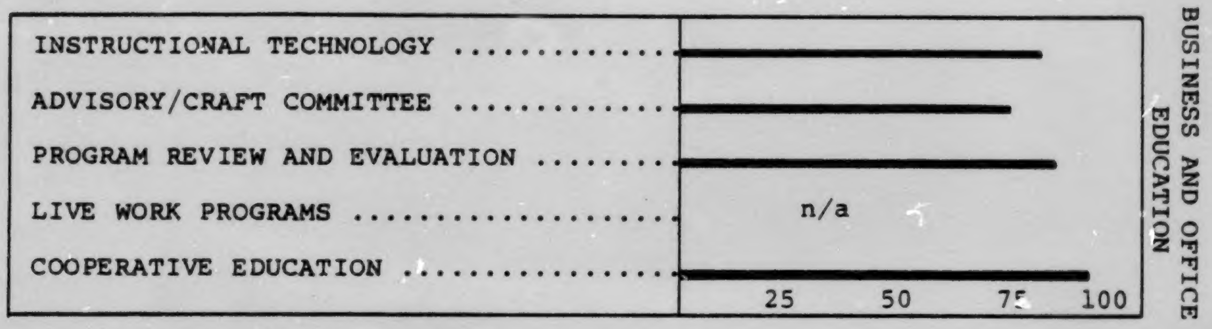
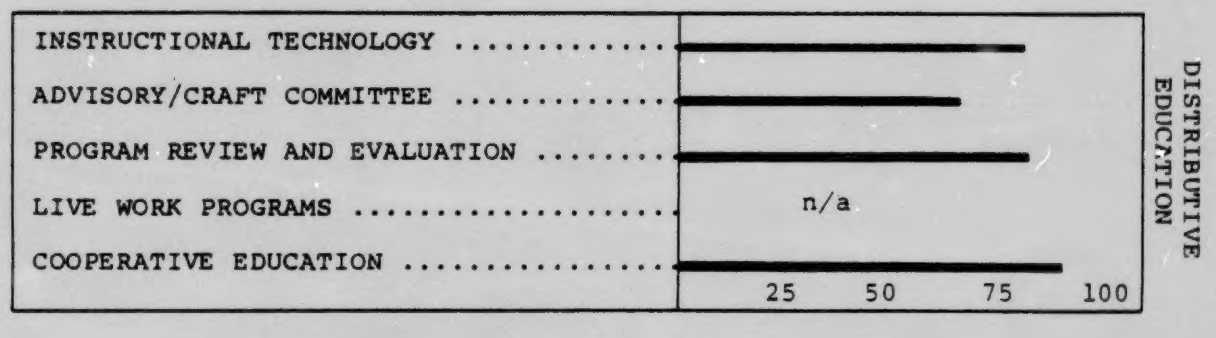
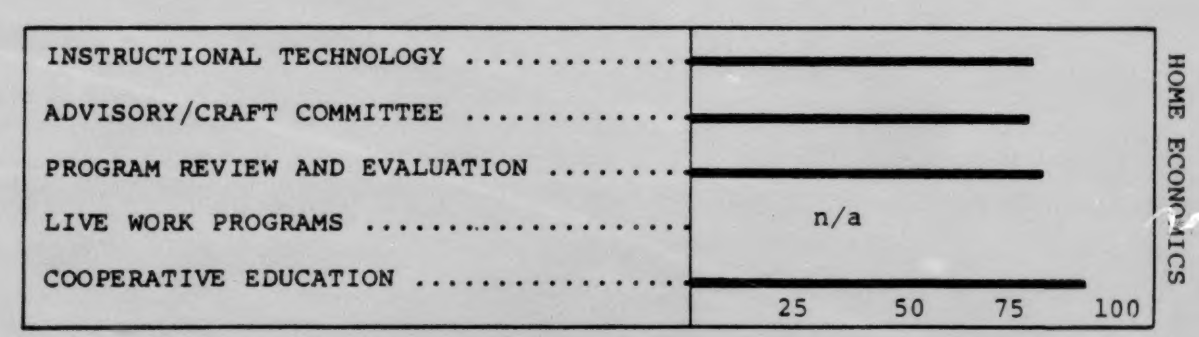
P.E.C.E.

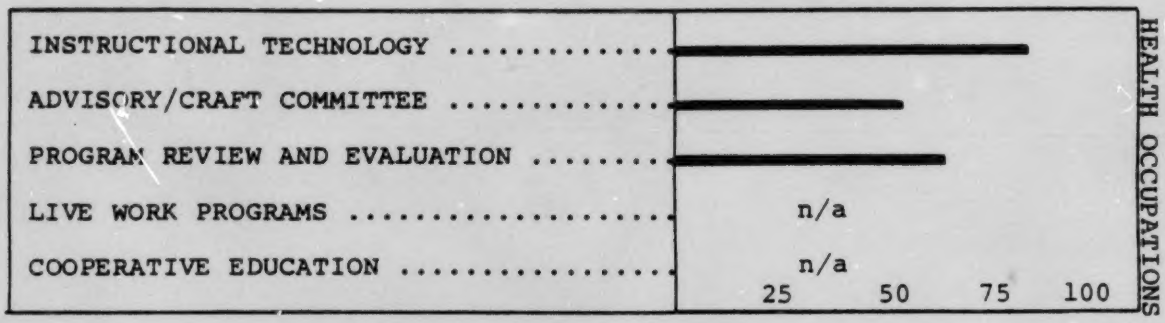
SECONDARY - OCCUPATIONAL

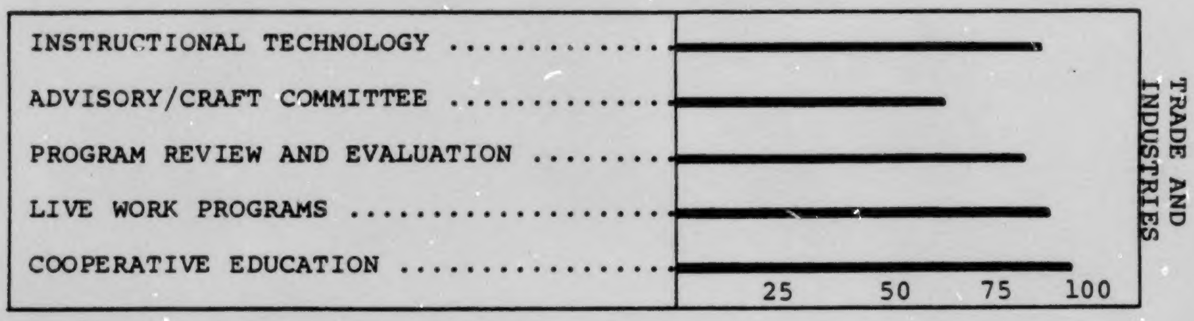






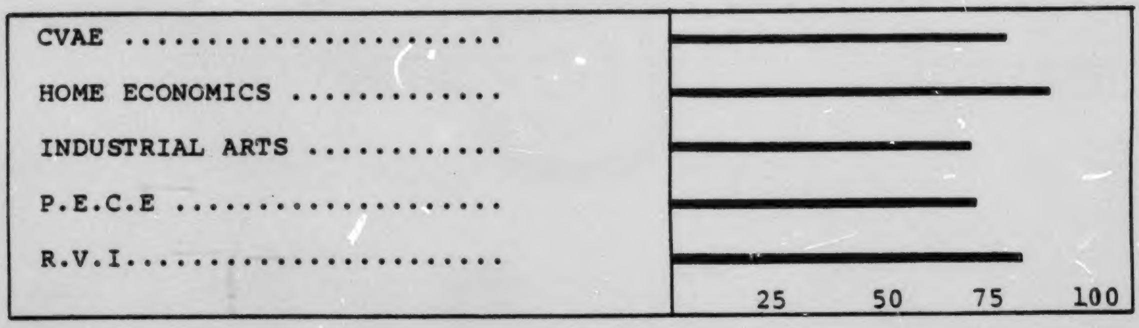



INSTRUCTIONAL TECHNOLOGY
ADVISORY/CRAFT COMMITTEE
PROGRAM REVIEW AND EVALUATION
LIVE WORK PROGRAMS
n/a
COOPERATIVE EDUCATION
n/a
25
50
75
100
HEALTH OCCUPATIONS

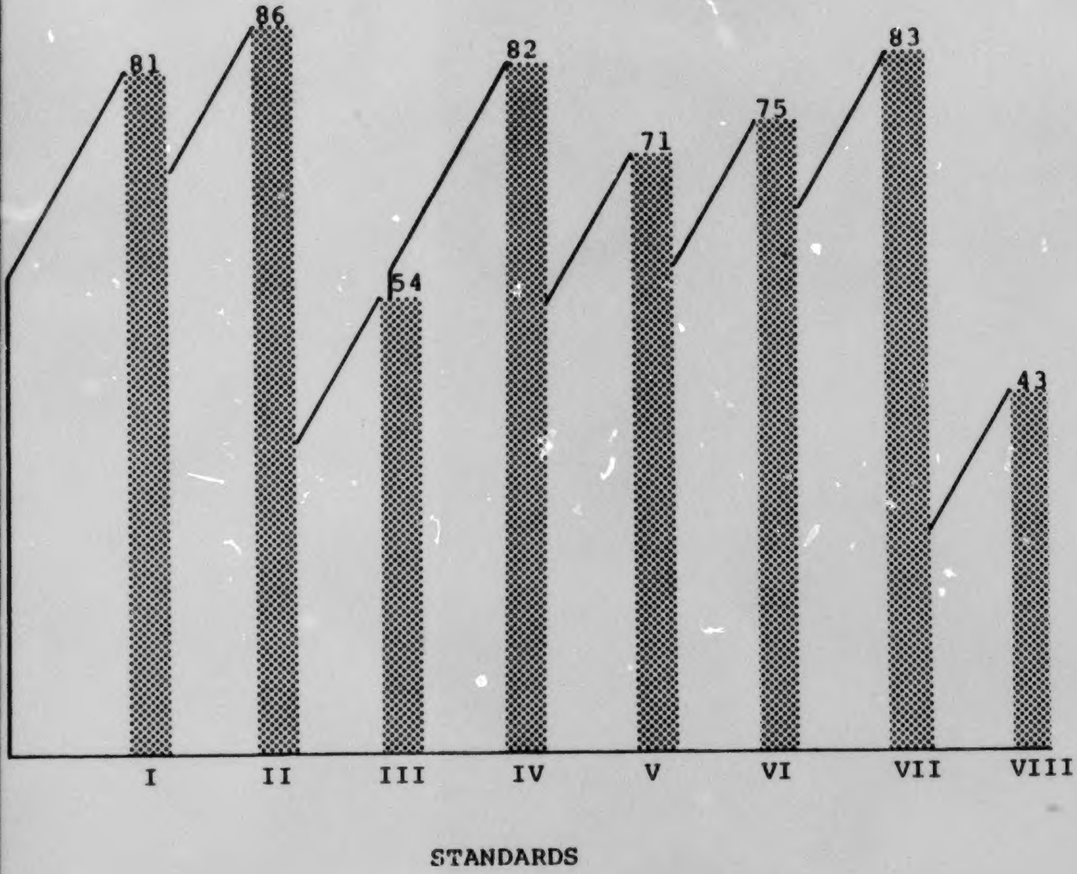

INSTRUCTIONAL TECHNOLOGY
ADVISORY/CRAFT COMMITTEE
PROGRAM REVIEW AND EVALUATION
LIVE WORK PROGRAMS
COOPERATIVE EDUCATION
25
50
75
100
TRADE AND INDUSTRIES

115

# SECONDARY - NON-OCCUPATIONAL



## COMPETENCY PERCENTAGE FOR SECONDARY VOCATIONAL STANDARDS RECORDED BY THE ON-SITE EVALUATIONS FY-1981



## SECONDARY META EVALUATION DATA

The On-Site Component of the Georgia Vocational Evaluation System has also incorporated a META evaluation. Opinionnaires were distributed to team members performing the evaluation and members of the system or institution being evaluated. The data derived from these opinionnaires were used to provide feedback from the evaluators and personnel being evaluated regarding their experiences with the evaluation, its procedures and instruments.

The opinionnaires utilize a two-part rating scale; respondents were asked to react to each statement by indicating a "yes" if they agreed with the statement or a "no' if they disagreed. There was no neutral category provided, since it is assumed that each respondent does have an opinion regarding the statements.

The following tables represent the responses of team members and institutions/systems. The data is aggregated accordingly and presented as percentages of responses.

## SECONDARY META EVALUATION DATA

## TEAM MEMBERS

|  |  | % Yes | % No |
|---|---|---|---|
| 1. | The self-assessment materials were received in sufficient time to prepare for the on-site team visit. | 99 | 1 |
| 2. | The procedures manual was clearly understood and easy to follow. | 98 | 2 |
| 3. | The criteria questions in the Assessment Guide were relevant, and addressed most aspects of the vocational education process at the system (or institutional) level. | 98 | 2 |
| 4. | The paperwork required to complete the self-assessment was reasonable. | 96 | 4 |
| 5. | Program improvement was begun prior to the on-site team visit, based upon information gathered during the self-assessment phase of the evaluation process. | 95 | 5 |
| 6. | The on-site team conducted their phase of the evaluation in a fair and professional manner. | 100 | 0 |
| 7. | As a result of this evaluation, I believe our vocational programs will be improved. | 96 | 4 |

## SECONDARY META EVALUATION DATA

## SYSTEMS/INSTITUTION RESPONSES

| | % Yes | % No |
|---|---|---|
| 1. The self-assessment materials were received in sufficient time to prepare for the on-site team visit. | 97 | 3 |
| 2. The procedures manual was clearly understood and easy to follow. | 86 | 14 |
| 3. The criteria questions in the Assessment Guide were relevant, and addressed most aspects of the vocational education process at the system (or institutional) level. | 93 | 7 |
| 4. The paperwork required to complete the self-assessment was reasonable. | 85 | 15 |
| 5. Program improvement was begun prior to the on-site team visit, based upon information gathered during the self-assessment phase of the evaluation process. | 95 | 5 |
| 6. The on-site team conducted their phase of the evaluation in a fair and professional manner. | 95 | 5 |
| 7. As a result of this evaluation, I believe our vocational programs will be improved. | 94 | 6 |

# "COMPOSITE DATA FOR GEORGIA'S VOCATIONAL EVALUATION SYSTEM"

## POST-SECONDARY

## COMPOSITE DATA FOR ON-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM
## STANDARD I - PHILOSOPHY AND PURPOSE

CRITERIA

| A. Philosophy | Y | N | % | Chg |
|---|---|---|---|---|
| (1) Is there a statement of philosophy which expresses the beliefs, concepts, and attitudes of the school? | 10 | 0 | 100 | 0 |
| (2) Is the statement of philosophy clear and concise? | 9 | 1 | 90 | - |
| (3) Is the statement of philosophy consistent with the operational practices of the institution? | 10 | 0 | 100 | 0 |
| (4) Is the statement of philosophy available to the public through appropriate publications? | 10 | 0 | 100 | + |
| B. Purpose | | | | |
| (1) Does the statement indicate the institution's purpose is to provide instruction which qualifies people for employment or advancement in existing or potential occupations? | 10 | 0 | 100 | + |
| (2) Is the statement of purpose clear and concise? | 9 | 1 | 90 | - |
| (3) Is the statement of purpose consistent with the operational practices of the institution? | 10 | 0 | 100 | 0 |
| (4) Is the statement of purpose available to the public through appropriate publications? | 9 | 1 | 90 | + |
| C. Review of Philosophy and Purpose | | | | |
| (1) Is the institution's statement of philosophy and purpose reviewed annually to assure the school's constituency that the institution is meeting its educational commitments? | 7 | 3 | 70 | 0 |
| (2) Does the review process include input from various sources, such as administration, faculty, advisory committees? | 7 | 3 | 70 | + |

# COMPOSITE DATA FOR ON-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM
## STANDARD I - PHILOSOPHY AND PURPOSE

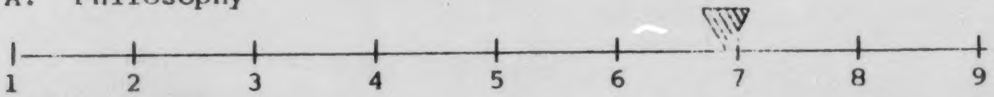
---

CRITERIA

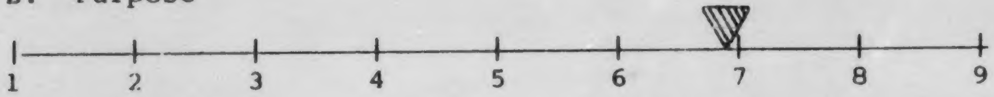
| | Y | N | % | Chg |
|---|---|---|---|---|
| (3) Is there record of the annual review? | 7 | 3 | 70 | + |

## PROGRAM IMPROVEMENT PROFILE SUMMARY

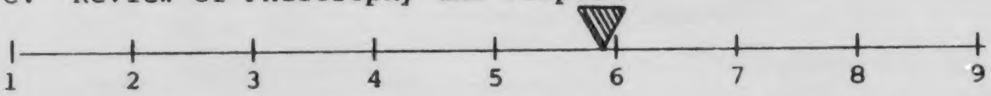
A. Philosophy



B. Purpose



C. Review of Philosophy and Purpose



# SUMMARY OF POSTSECONDARY ON-SITE TEAMS' CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS

## STANDARD I

| CONCLUSIONS | RECOMMENDATIONS | SUGGESTIONS |
|---|---|---|
| The team concludes that:<br>Statements of philosophy and purpose exist yet they must be stated in terms which clearly and concisely address the job preparation needs of the postsecondary students.<br>The annual review process concerning the philosophy and purpose should include representatives of the staff, faculty and the advisory committee. | The team recommends that:<br>The statement of philosophy and purpose be expanded to address the job preparation needs for postsecondary students.<br>The annual review process include input from various representative sources to include: the administration, faculty, staff and advisory committees. | |

# COMPOSITE DATA FOR ON-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM
## STANDARD II - ORGANIZATION AND ADMINISTRATION

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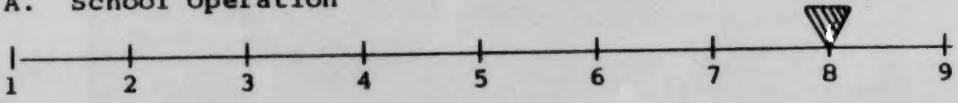
| CRITERIA | Y | N | % | Chg |
|---|---|---|---|---|
| A. School Operation | | | | |
| (1) Does the institution have a legally constituted governing body which is responsible for the school's operation? | 10 | 0 | 100 | 0 |
| (2) Are the goals and priorities of the governing body identified and clearly expressed? | 9 | 1 | 90 | 0 |
| (3) Does the legally constituted body delegate authority for implementation of policy to persons responsible for the operation of the institution? | 9 | 1 | 90 | - |
| (4) Do policies established by the governing body serve as guidelines for operational procedures? | 10 | 0 | 100 | 0 |
| (5) Are written procedures available and used as a guide in the daily operation of the school? | 10 | 0 | 100 | + |
| (6) Are there clearly written job descriptions for all school employees? | 9 | 1 | 90 | 0 |
| B. School Organization | | | | |
| (1) Is the administration composed of the chief administrator and sufficient personnel to perform duties required for the operation of the school? | 9 | 1 | 90 | - |
| (2) Does the school have an organizational structure that complements its purpose and facilitates the instructional process? | 9 | 1 | 90 | 0 |
| (3) Does the organizational structure provide the opportunity for all individuals in the school to contribute their knowledge and expertise to the operation of the school? | 9 | 1 | 90 | - |

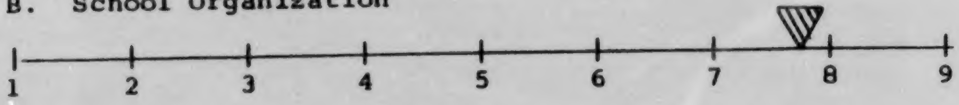
# COMPOSITE DATA FOR ON-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM
## STANDARD II - ORGANIZATION AND ADMINISTRATION

### PROGRAM IMPROVEMENT PROFILE SUMMARY

A. School Operation



B. School Organization



## SUMMARY OF POSTSECONDARY ON-SITE TEAMS' CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS

### STANDARD II

| CONCLUSIONS | RECOMMENDATIONS | SUGGESTIONS |
|---|---|---|
| The team concludes that:<br>There is a need for additional supervision for short term programs to provide better organized programs, improved curricula and staff development.<br>Some organization charts and an administrative structure were published, yet personnel were not familiar with these charts or structures and job desciptions did not fit in the organizational structure.<br>All evaluation teams indicate that communications exist horizontally and vertically throughout the system. Few reports refer to ineffective communications.<br>While the teams were pleased at the presence of detailed faculty handbooks, there was evidence to indicate that some members of the faculty and staff were not aware of their existence. | The teams recommend that:<br>The OVE and each school system involved should conduct a study of short term programs to determine ways to provide effective administration, supervision and coordination of these programs.<br>Each institution should review its organizational and administrative structure to ensure that each member of the institution is represented and that lines of authority are clear and uncomplicated.<br>Detailed job descriptions should be available for each employee. These job descriptions should be reviewed and updated as necessary.<br>Faculty handbooks be updated and made available to the entire staff. | |

# SUMMARY OF POSTSECONDARY ON-SITE TEAMS' CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS
## STANDARD III

| CONCLUSIONS | RECOMMENDATIONS | SUGGESTIONS |
|---|---|---|
| The teams conclude that:<br>There are still some institutions which do not have a long range plan.<br>There is little evidence to suggest that the local advisory council is involved in the planning process.<br>While most plans were recorded as periodically evaluated, there was strong evidence to indicate these periodic evaluations were cursory in nature. New developments were not being considered for inclusion in the plan.<br>While most institutions had long range plans which included some demographic data and planning data, other detailed demographic data, such as potential enrollment figures for the disadvantaged and handicapped, were noticeably absent. | The teams recommend that:<br>Long range plans should be developed for all institutions; plan development should involve the active participation of the faculty, staff, and the local advisory council.<br>Detailed demographic data, to include projections of enrollments for disadvantaged and handicapped should be included in the planning process. | The teams suggest that:<br>Local surveys be conducted by the institution to supplement planning data.<br>Student interest surveys should be conducted at the secondary and postsecondary levels to supplement the planning process. |

## COMPOSITE DATA FOR ON-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM
## STANDARD IV - EDUCATIONAL PROGRAMS

| CRITERIA | Y | N | % | Chg |
|---|---|---|---|---|
| **A. Institution** | | | | |
| **1. Admissions** | | | | |
| a. Does the institution have written policies governing admission to the institution? | 98 | 2 | 98 | 0 |
| b. Have institutional admission policies been approved by the local governing board? | 93 | 7 | 93 | na |
| c. Has a student admissions appeal process been established and disseminated? | 79 | 21 | 79 | na |
| d. Are admission policies clearly expressed, openly displayed and readily available to students and the general public? | 96 | 4 | 96 | 0 |
| e. Are admission policies free of bias, discrimination and role stereotyping that would adversely affect protected populations? | 100 | 0 | 100 | 0 |
| f. Have admissions criteria been established and published for each vocational program offering? | 94 | 6 | 94 | na |
| g. Has a brief summary of program offerings and admissions criteria been included in the annual nondiscrimination public announcement? | 95 | 5 | 95 | na |
| h. Are the institutional and program admission requirements reasonable in relation to expectations for success in a program and based on past experience with student successes and failures in a given program? | 95 | 5 | 95 | 0 |
| i. Are applicants who do not meet minimum grade level criteria for a given program identified as academically disadvantaged? | 91 | 9 | 91 | 0 |
| j. Are both male and female students provided information and the opportunity to enter any vocational program including those nontraditional for their sex? | 98 | 2 | 98 | 0 |

## COMPOSITE DATA FOR ON-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUTION SYSTEM
## STANDARD IV - EDUCATIONAL PROGRAMS

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| CRITERIA | Y | N | % | Chg |
|---|---|---|---|---|
| 1. Admissions (continued) | | | | |
| k. Are licensing and/or certification requirements (both State and Federal) explained to persons prior to enrollment in programs which require licensing or certification prior to employment? | 82 | 18 | 82 | - |
| l. Are recruiting materials sex fair and factual? | 96 | 4 | 96 | 0 |
| m. Is there an established transfer procedure between similar programs in the institution? | 87 | 13 | 87 | - |
| n. Is there an established procedure whereby students can transfer between full time day programs, evening programs, and off-campus programs in the same program area, without loss of credit? | 89 | 11 | 89 | na |
| o. Are job-related tests or test batteries available to assist with the selection and placement of students in programs for which there is a reasonable chance for success? | 88 | 12 | 88 | na |
| 2. Programs | | | | |
| a. Is a publication available to the public which describes the programs offered by the institution? | 99 | 1 | 99 | + |
| b. Within the limitation of resources available, are the on-going programs of the institution of sufficient scope to meet the occupational needs of the area served? | 98 | 2 | 98 | na |
| c. Is the institution capable of reacting to fulfill changing employment needs of the area served? | 96 | 4 | 96 | na |
| d. Does the institution utilize enrollment data, placement and follow-up data, advisory council input, other MIS data, etc. to ensure that current program offerings are responsive to employment opportunities? | 92 | 8 | 92 | na |

## COMPOSITE DATA FOR ON-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM
## STANDARD IV - EDUCATIONAL PROGRAMS

| CRITERIA | Y | N | % | Chg |
|---|---|---|---|---|
| 2. Programs (continued) | | | | |
| e. Are new programs established through a procedure which requires input from such groups as administration, faculty, advisory council, program/craft committees, CETA, and employment agencies? | 92 | 8 | 92 | + |
| f. Is there a procedure whereby special needs, as well as innovative training procedures can be considered, developed and implemented into existing or new programs? | 94 | 6 | 94 | 0 |
| g. Is there an established procedure for discontinuing any program for which a need no longer exists? | 86 | 14 | 86 | 0 |
| h. Are the results of placement and follow-up studies used for program planning and evaluation? | 85 | 15 | 85 | 0 |
| i. Is the instructional coordinator (Day, Adult, Off-Campus) involved in the planning and evaluation of programs? | 93 | 7 | 93 | na |
| j. Is the instructional coordinator involved in the evaluation of instructors, selection and approval of curricula, and selection of equipment and teaching materials? | 92 | 8 | 92 | na |
| k. Does the instructional coordinator conduct regular observations in the classroom, laboratories or work sites? | 92 | 8 | 92 | na |
| l. Are the results of advisory council, program/craft committee and student evaluations utilized for program planning and evaluation? | 85 | 15 | 85 | 0 |
| m. Where identified, are displaced homemakers provided special guidance and counseling services, as well as other ancillary and support services? | 81 | 19 | 81 | na |
| n. Are occupational preparatory programs available in the evening for those students who cannot attend full time day programs? | 91 | 9 | 91 | na |

## COMPOSITE DATA FOR ON-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM
## STANDARD IV - EDUCATIONAL PROGRAMS

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| CRITERIA | Y | N | % | Chg |
|---|---|---|---|---|
| 2. Programs (continued) | | | | |
| o. Are evening occupational preparatory and upgrading programs required to meet the same standards of quality and occupational proficiency as the full time day programs? | 92 | 8 | 92 | na |
| p. Is the level of planning, administration, and supervision and the quality of instruction in evening and off-campus programs (to include CETA and Quick Start) equivalent to that provided for full time day programs? | 82 | 11 | 89 | na |
| q. Have valid minimum grade levels for reading and computational skills been established for each regular vocational program? | 82 | 18 | 82 | - |
| 3. Special Needs | | | | |
| a. Is there a systematic process whereby special needs students are admitted to the institution, evaluated using job related criteria and trained for employment? | 89 | 11 | 89 | - |
| b. Are there clear lines of authority and responsibility for admitting, identifying, remediating, training, placing and reporting special needs students? | 90 | 10 | 90 | 0 |
| c. Does the process identify clear lines of authority when special needs students go through admissions, evaluation, job preparation and placement? | 87 | 13 | 87 | - |
| d. Is the career development center an integral part of the total instructional program? | 90 | 10 | 90 | 0 |
| e. Are the services of the career development center available to job preparatory students in both day and evening programs? | 85 | 15 | 85 | 0 |

## COMPOSITE DATA FOR ON-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM
## STANDARD IV - EDUCATIONAL PROGRAMS

| CRITERIA | Y | N | % | Chg |
|---|---|---|---|---|
| 3. Special Needs (continued) | | | | |
| f. Does the instructional coordinator manage, supervise and coordinate the instructional program for special needs students? | 90 | 10 | 90 | 0 |
| B. General | | | | |
| 1. Admissions | | | | |
| a. Are there clearly written admissions criteria available for this program? | 147 | 10 | 93 | na |
| b. Are admissions criteria for this program based upon a history of past experiences of student successes and failures in this program? | 121 | 36 | 77 | na |
| c. Are admissions criteria for this program free of any bias which would adversely affect the rights and interests of protected populations? | 148 | 9 | 94 | 0 |
| d. Are both male and female students provided the information upon which they can make decisions regarding enrollment in this program, transfers to other programs, jobs available and valid appraisals of how much money incumbent workers earn in this occupation? | 146 | 11 | 92 | na |
| e. Are all qualified students provided the opportunity to enroll in this program without regard to race, sex, color, national origin or handicap? | 148 | 9 | 94 | na |
| f. Is a publication available which describes this program and the criteria for student enrollment? | 150 | 7 | 95 | + |
| 2. Program Purpose and Objective | | | | |
| a. Is there a statement of program purpose, which reflects the philosophy and purpose of the institution, available for this program? | 153 | 4 | 97 | + |

## COMPOSITE DATA FOR ON-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM
## STANDARD IV - EDUCATIONAL PROGRAMS

| CRITERIA | Y | N | % | Chg |
|---|---|---|---|---|
| 2. Program Purpose and Objective (Continued) | | | | |
| b. Is the statement evaluated annually to ensure that it reflects the educational/occupational needs of the students and the community? | 121 | 36 | 77 | - |
| c. Have the objectives of the program been identified? | 152 | 5 | 96 | + |
| 3. Instruction | | | | |
| a. Have the specific learning objectives (or competencies) to be achieved by students in this program been identified? | 141 | 16 | 89 | na |
| b. Have learning objectives (or specific competencies) been organized into logical sequence for this program? | 139 | 18 | 88 | 0 |
| c. Are criterion-referenced measures used to measure attainment of learning objectives (competencies or performance objectives)? | 130 | 27 | 82 | 0 |
| d. Are learning experiences varied so that all students are provided an opportunity for achieving program objectives? | 152 | 5 | 96 | 0 |
| e. Are different media approaches available and utilized to accommodate the different learning styles of students? | 148 | 9 | 94 | 0 |
| f. Are work orientation, work habits, and work attitudes interwoven into the instruction? | 149 | 8 | 94 | 0 |
| g. Is the instructor actively involved in the instruction-learning process? | 154 | 3 | 98 | na |
| 4. Health and Safety | | | | |
| a. Are work safety, fire prevention and other health and safety precautions practiced in the lab or classroom and integrated into the instructional program? | 139 | 18 | 88 | - |

## COMPOSITE DATA FOR ON-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM
## STANDARD IV - EDUCATIONAL PROGRAMS

| CRITERIA | Y | N | % | Chg |
|---|---|---|---|---|
| 4. Health and Safety (Continued) | | | | |
| b. Are applicable machines, tools, and/or other equipment maintained in a clean, safe and operating condition? | 142 | 15 | 90 | - |
| c. Are instructional tools, instruments, machines or equipment properly cleaned and, as appropriate, oiled, with cutting edges sharpened, stored and ready for the next user? | 141 | 16 | 89 | - |
| d. Are emergency cut-off switches for machines and equipment, if used in this program, easily identified, and reachable from the operator's position? | 123 | 34 | 78 | - |
| e. Is there sufficient space in labs and shops, where appropriate to program, to minimize hazards associated with nearby machines or equipment? | 130 | 27 | 82 | - |
| f. Are all floors kept in good repair, free from protruding nails, splinters, holes, loose boards, obstructions, and are they treated to prevent slipping? | 147 | 10 | 93 | 0 |
| g. Are emergency eye-wash stations available in areas using caustic or toxic substances? | 89 | 68 | 56 | - |
| h. Are first aid kits available and usable? | 141 | 16 | 89 | + |
| i. Is there a plan whereby instructors and students know what to do or whom to contact in case of medical emergency or injury? | 144 | 13 | 91 | na |
| j. Are personal protection devices such as rubber gloves, eye protectors, protective aprons, respirators, etc., available and utilized where appropriate? | 121 | 36 | 77 | - |
| k. Are operable fire extinguishers readily available, properly located, and of the type suitable for the most likely fire hazard in this program? | 138 | 19 | 87 | na |

## COMPOSITE DATA FOR ON-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM
## STANDARD IV - EDUCATIONAL PROGRAMS

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| CRITERIA | Y | N | % | Chg |
|---|---|---|---|---|
| 4. Health and Safety (continued) | | | | |
| l. Are electrical receptacles and plugs in the facility, as well as those on machines and equipment, in a safe operating condition? | 153 | 4 | 97 | na |
| m. Are flammable materials or substances stored in an appropriate area outside the building? | 100 | 57 | 63 | na |
| 5. Planning and Evaluation | | | | |
| a. Is there a system for evaluating student achievement based upon established learning objectives? | 147 | 10 | 93 | 0 |
| b. Is a progress record prepared and made part of the training files of each student? | 152 | 5 | 96 | + |
| c. Are continuous efforts made to determine if the evaluation methods used to measure student achievement are valid and reliable? | 142 | 15 | 90 | 0 |
| d. Is there evidence that there is a process for the continuous evaluation and updating of this program? | 144 | 13 | 91 | 0 |
| e. Is there a process for planning and evaluating new courses, revisions to courses, or implementing new courses in this program? | 144 | 13 | 91 | 0 |
| f. Does the process provide for input from various sources, such as employers, program/craft committees, administrators, governing board, faculty and staff? | 129 | 28 | 82 | - |
| g. Are follow-up studies of students used to plan and evaluate courses within this program or activity? | 133 | 24 | 84 | 0 |

## COMPOSITE DATA FOR ON-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM
## STANDARD IV - EDUCATIONAL PROGRAMS

| CRITERIA | Y | N | % | Chg |
|---|---|---|---|---|
| 6. Special Needs | | | | |
| a. Does the instructor in this program know each special needs student in the program and the reason for each such designation? | 130 | 27 | 82 | na |
| b. Is this program easily accessible to mobility impaired students? | 101 | 56 | 64 | - |
| c. Did the instructor participate in the development of the IEP for each handicapped student in the program under 21 years old, if any? | 103 | 54 | 65 | na |
| d. For each IEP, is the instructor aware and conversant regarding the long term and short term objectives in the IEP? | 109 | 48 | 69 | - |
| e. Is there a procedure to obtain the assistance or services of an interpretor for those students with limited English-speaking ability? | 145 | 12 | 92 | + |
| f. Are the opportunities provided by this program available to all eligible students without regard to race, sex, color, national origin, or handicap? | 156 | 1 | 99 | na |
| C. Programs of Occupational Preparation | | | | |
| 1. Instructional Technology | | | | |
| a. Is the purpose of this program to prepare individuals for employment or upgrade their skills in an existing area of employment? | 139 | 11 | 92 | na |
| b. Have the objectives of this program, in terms of competencies or recognized job titles, been identified? | 139 | 11 | 92 | na |
| c. Are sequenced learning activities developed and utilized to reach identified program objectives? | 127 | 23 | 84 | - |
| d. Does the instructor use a series of lesson plans to ensure that sequenced units of instruction support each identified program objective? | 140 | 10 | 93 | + |

## COMPOSITE DATA FOR ON-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM
## STANDARD IV - EDUCATIONAL PROGRAMS

| CRITERIA | Y | N | % | Chg |
|---|---|---|---|---|
| 1. Instructional Technology (Continued) | | | | |
| e. Is the instructional program curriculum organized to provide knowledge and skill development necessary for occupational success? | 139 | 11 | 92 | 0 |
| f. Are courses or units of instruction within the program based upon defined and measureable student competencies for employment? | 126 | 24 | 84 | 0 |
| g. Are criterion referenced measures used to measure student attainment of performance objectives? | 134 | 16 | 89 | + |
| h. Are courses or units of instruction derived from an analysis of tasks performed by job incumbents? | 143 | 7 | 95 | 0 |
| i. Is sufficient practice equipment and materials available similar to that used in business and industry, to ensure student skill proficiency? | 145 | 5 | 96 | + |
| j. Is each student provided a planned sequence of courses which leads to an occupational objective? | 136 | 14 | 90 | 0 |
| k. Are there adequate work stations to accommodate number of students being served in this program? | 150 | 0 | 100 | na |
| 2. Health and Safety | | | | |
| a. Is safety integrated into all lab/shop instruction? | 132 | 18 | 88 | - |
| b. In appropriate labs, are safety color codes utilized to mark emergency equipment, traffic aisles, and operator stations? | 98 | 52 | 65 | - |

## COMPOSITE DATA FOR ON-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM
## STANDARD IV - EDUCATIONAL PROGRAMS

| CRITERIA | Y | N | % | Chg |
|---|---|---|---|---|
| 2. Health and Safety (continued) | | | | |
| c. Where applicable, are all machines and equipment which are designed to be secured (non-portable), mechanically secured or placed on stationary mats to prevent walking, or toppling? | 116 | 34 | 77 | - |
| d. Are appropriate safety guards provided, secured to machines, and used when machine or equipment is used? | 112 | 38 | 74 | - |
| e. In appropriate programs, are flammable bottled gasses stored in an outside area, separated by type, chained in an upright position, and appropriately marked when empty? | 84 | 66 | 56 | na |
| f. Is the area clean, well organized, well lighted, and considered an appropriate environment for the learning necessary to achieve program objectives? | 130 | 20 | 86 | na |
| g. Are the health and safety instruction, practices and environment equivalent to that in which the student will work in business or industry? | 138 | 12 | 92 | na |
| 3. Planning and Evaluation | | | | |
| a. Does the planning for this program indicate that consideration was given to contributions from such sources as the council, program/craft committee, employers, MIS data, employment agencies, etc.? | 137 | 13 | 91 | 0 |
| b. Is there a continuous and systematic process to evaluate the curriculum, the instructional process, the equipment, and the competence of each student who completes this program? | 138 | 12 | 92 | na |
| c. Is the program/craft committee actively involved in program planning and evaluation? | 126 | 24 | 84 | 0 |

## COMPOSITE DATA FOR ON-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM
## STANDARD IV - EDUCATIONAL PROGRAMS

| CRITERIA | Y | N | % | Chg |
|---|---|---|---|---|
| 3. Planning and Evaluation (continued) | | | | |
| d. Is there evidence that the instructor maintains frequent contact with the appropriate businesses and industries for the purpose of keeping the instructional program current as well as for job development and job placement activities? | 135 | 15 | 90 | na |
| e. Does the instructor utilize student follow-up data to make judgement regarding program content, length and relevancy? | 113 | 37 | 75 | na |
| f. Does the history of student enrollments, student retention, student placement on jobs, and student follow-up data indicate that adequate planning and evaluation have been provided in this program? | 121 | 29 | 80 | na |
| 4. Program/Craft Committee | | | | |
| a. Does the program have an active program/craft committee? | 130 | 20 | 86 | 0 |
| b. Does the program/craft committee include representatives from business, labor, and industry? | 133 | 17 | 88 | 0 |
| c. Does the program/craft committee meet at least twice each year? | 96 | 54 | 64 | - |
| d. Are minutes of the program/craft committee retained for two years or if less, since the committee was formed? | 120 | 30 | 80 | 0 |
| e. Do the minutes indicate the dates of meetings, agenda, members present, and recommendations presented? | 129 | 21 | 86 | 0 |
| 5. Related Instruction | | | | |
| a. Are related math and communication skill instruction available and provided for this program? | 133 | 17 | 88 | - |
| b. Is related instruction provided, which is program and activity specific, and scheduled at the most appropriate time in the curriculum? | 128 | 22 | 85 | na |

# COMPOSITE DATA FOR ON-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM
## STANDARD IV - EDUCATIONAL PROGRAMS

| CRITERIA | Y | N | % | Chg |
|---|---|---|---|---|
| 5. Related Instruction (continued) | | | | |
| c. Is related instruction conducted using the manuals, specifications, job sheets, order forms, reports, etc., the student will actually be using on the job? | 128 | 22 | 85 | na |
| d. Is the type, amount, and methodology for providing related instruction in math and communication skills considered adequate and appropriate for this program? | 126 | 24 | 84 | na |
| e. Is related instruction provided which relates to preparation of resumes, job interviews, work ethics, productivity and human relations? | 130 | 20 | 86 | na |
| f. Is a course, or information and assistance available to students who are considering entering into a small business? | 107 | 43 | 71 | na |
| 6. Live Work | | | | |
| a. Are there written policies which stipulate the restrictions that apply to live work such as approval, school liability and handling of funds? | 139 | 11 | 92 | 0 |
| b. Does the policy stipulate that neither the school system, school, nor school employees shall receive economic profit from live work and that the projects do not compete with private enterprise? | 135 | 15 | 90 | - |
| c. Is the live work related to training for the acquisition of occupational skills which the program purports to develop, and is it assigned to individual or groups of students for the purpose of this skill development? | 143 | 7 | 95 | 0 |
| d. Is the live work project scheduled for individuals and/or groups of students to coincide as nearly as possible with the instructional unit for which the live work is associated? | 140 | 101 | 93 | 0 |

## COMPOSITE DATA FOR ON-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM
## STANDARD IV - EDUCATIONAL PROGRAMS

| CRITERIA | Y | N | % | Chg |
|---|---|---|---|---|
| 6. Live Work (continued) | | | | |
| e. Is there a procedure for evaluating student performance on live work? | 135 | 15 | 90 | - |
| 7. Co-op | | | | |
| a. Has a person been designated to coordinate the co-op program or co-op segment of this program? | 145 | 5 | 96 | na |
| b. Does each student have a training program on file? | 144 | 6 | 96 | na |
| c. Are work stations selected likely to provide those skills or skill reinforcements necessary for employment in this program area? | 147 | 3 | 98 | na |
| d. Do records indicate the type, amount and quality of work accomplished by the student and wages paid, if any? | 144 | 6 | 96 | na |
| e. Does the work experience include an assessment by the employer of the types of experiences gained as well as the student's personal and social behavior? | 145 | 5 | 96 | na |
| f. Is there evidence that the person responsible for the cooperative effort visits students regularly to monitor training? | 142 | 8 | 94 | na |
| g. Is the cooperative coordinator provided information regarding any significant student strengths or weaknesses, mental/emotional/behavioral disorders or physical limitations which might influence the selection of a suitable work site? | 144 | 6 | 96 | na |
| h. Is a written cooperative agreement on file for each student? | 142 | 8 | 94 | na |
| i. Is the cooperative coordinator provided sufficient time daily to plan, coordinate, visit, and supervise the program? | 143 | 7 | 95 | na |

# COMPOSITE DATA FOR ON-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM
## STANDARD IV - EDUCATIONAL PROGRAMS

| CRITERIA | Y | N | % | Chg |
|---|---|---|---|---|
| 7. Co-op (Continued) | | | | |
| j. Have students in non-profit schools been contacted, in the area served, to determine if their needs are of the type which could be served by the cooperative vocational education program? | 143 | 7 | 95 | na |
| k. If identified, have such students been provided the opportunity to participate in this co-op program in a manner which will best meet their needs? | 143 | 7 | 95 | na |
| D. Non-Occupational Preparation Programs | | | | |
| 1. Consumer and Homemaking | | | | |
| a. Is consumer education available to all full-time students? | 13 | 2 | 86 | na |
| b. Is consumer education available to students in the adult (evening) program? | 12 | 3 | 80 | na |
| c. Does consumer education curriculum include such subjects as wise use of credit, financing, selective purchasing, how to evaluate advertising, understanding contracts and leases, insurance, how to budget and manage money, frauds, and how to register complaints? | 14 | 1 | 93 | na |
| d. Do existing consumer and homemaking programs emphasize consumer education, management of resources, promotion of nutritional knowledge and food use, and promotion of parenthood education? | 14 | 1 | 93 | na |
| e. Is there evidence of community outreach programs for youth and adults which give special consideration to the special needs of such groups as the aged, young children, school-age parents, single parents, handicapped and educationally disadvantaged persons? | 14 | 1 | 93 | na |

## COMPOSITE DATA FOR ON-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM
## STANDARD IV - EDUCATIONAL PROGRAMS

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| CRITERIA | Y | N | % | Chg |
|---|---|---|---|---|
| 1. Consumer and Homemaking (continued) | | | | |
| f. Is at least 1/3 of the consumer and homemaking effort devoted to programs in economically depressed areas or areas with high unemployment rates and is that effort designed to assist consumers, help improve home environments, and help improve the quality of family life? | 14 | 1 | 93 | na |
| 2. Career Development Center | | | | |
| a. Are vocational evaluation services available to students in both day and evening programs? | 12 | 3 | 80 | na |
| b. Are vocational evaluation services systematic and organized to determine individual vocational objectives, assets, limitations, and behaviors in the context of the environment in which the student might function? | 13 | 2 | 86 | na |
| c. Are appropriate adaptive assessment tools and methods used with individuals with sensory, communication, or other functional impediments (visual, speech, hearing, language, cultural or learning disability) which might invalidate standard procedures? | 12 | 3 | 80 | na |
| d. Is each vocational evaluation conducted according to a plan which documents the specific purpose of the evaluation (e.g. to determine if individual is capable of gainful employment; to assess individual's potential to be trained as a ___________; etc.)? | 12 | 3 | 80 | na |
| e. Does the evaluation plan identify specific questions to be answered, how these questions will be answered, (instruments), and where appropriate, the person(s) who will be involved in carrying out the plan (e.g. family, staff, instructor, etc.)? | 12 | 3 | 80 | na |

## COMPOSITE DATA FOR ON-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM
## STANDARD IV - EDUCATIONAL PROGRAMS

| CRITERIA | Y | N | % | Chg |
|---|---|---|---|---|
| 2. Career Development Center (continued) | | | | |
| f. Is evaluation data supplemented by evaluation interviews; cognitive, manipulative and job related tests, behavior observations, etc.? | 12 | 3 | 80 | na |
| g. Is the vocational evaluation sufficiently comprehensive to assess or obtain information regarding such variables as: intellectual capacities; emotional stability; physical and psychomotor capacities; attitudes; work skills and work tolerance; personal, social and work history; interest and knowledge of occupational information; work related capacities (mobility, hygiene, communication, etc.); job-seeking skills; potential to benefit from further services, and possible job opportunities? | 11 | 4 | 73 | na |
| h. Is there, on file, an Individualized Education Program (IEP) for each identified handicapped student under 21 years of age? | 9 | 6 | 60 | na |
| i. Does the IEP for each student state long range and short range educational objectives to be achieved and instructional strategies to be utilized by the instructor? | 9 | 6 | 60 | na |
| j. Is each handicapped student enrolled in an instructional program evaluated regularly to determine progress made and assistance needed? | 10 | 5 | 66 | na |
| k. Are remedial math and communication skills instruction available for academically disadvantaged students? | 13 | 2 | 86 | na |
| l. Are disadvantaged and handicapped specialists utilized to assist students and teachers in the occupational preparation, job development and job placement of special needs students? | 11 | 4 | 73 | na |
| m. Are the results of additional services provided to special populations evaluated in terms of planning and operational processes, results of student achievement, and results of student employment success (same as for regular students)? | 12 | 3 | 80 | na |

## COMPOSITE DATA FOR ON-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM
## STANDARD IV - EDUCATIONAL PROGRAMS

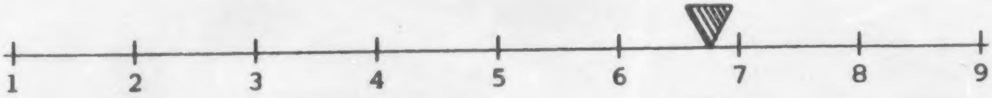
| CRITERIA | Y | N | % | Chg |
|---|---|---|---|---|
| 2. Career Development Center (continued) | | | | |
| n. Are the working relationships between the CDC, the administration and the teaching faculty such that the additional services available through the CDC are utilized to the best advantage in the training of special needs students for employment? | 12 | 3 | 80 | na |
| o. Are clear lines of authority and responsibility established and understood by the CDC staff? | 13 | 2 | 86 | na |
| p. Do CDC staff participate in scheduled in-service training designed to improve professional competence in the field, protect practioners from personal liability, and better serve the needs of the protected populations? | 12 | 3 | 80 | na |
| q. Is single skill training considered and available as an alternative, where appropriate, to the needs, objectives and potential of the individual? | 12 | 3 | 80 | na |
| r. Is there evidence of a close working relationship with instructors, coordinators, vocational rehabilitation, community, civic and church advocacy groups and other interested agencies? | 13 | 2 | 86 | na |

# COMPOSITE DATA FOR ON-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM
## STANDARD IV - EDUCATIONAL PROGRAMS

### PROGRAM IMPROVEMENT PROFILE SUMMARY

A. Institution

1.



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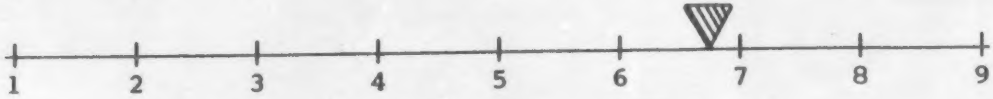

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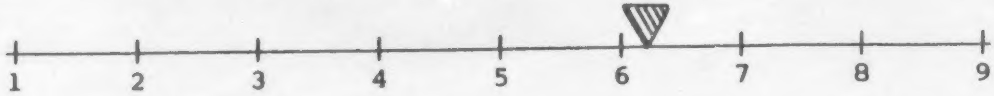
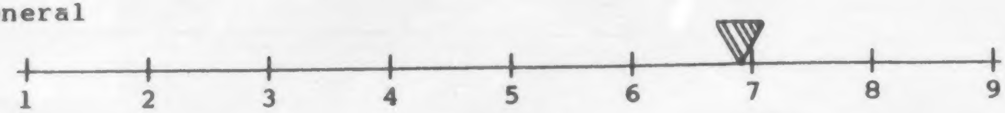


B. General

1.



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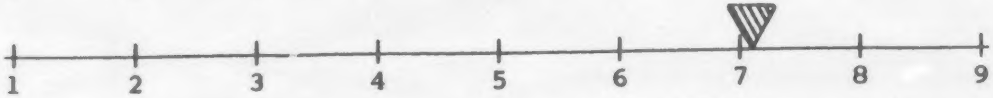

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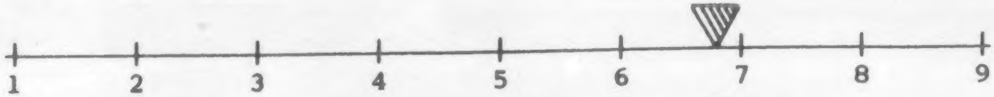

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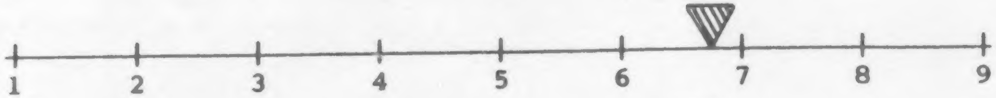
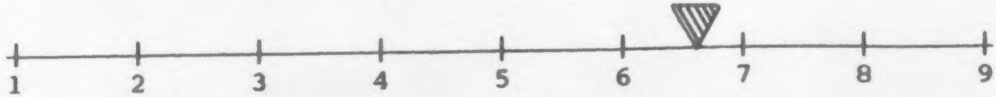
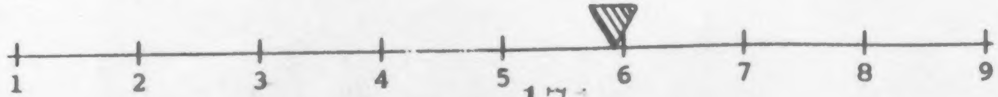


5.



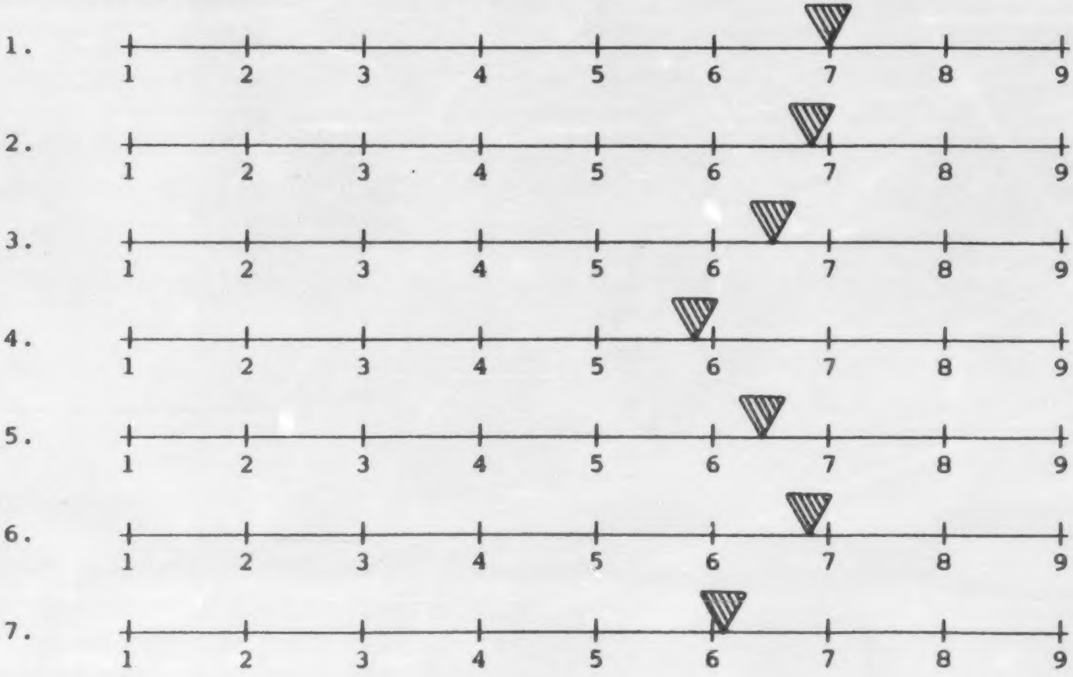
6.



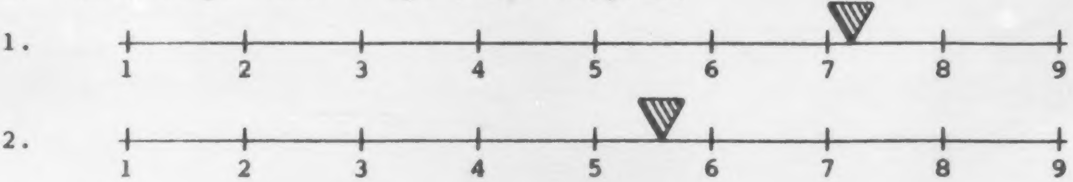
COMPOSITE DATA FOR On-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM
STANDARD IV - EDUCATIONAL PROGRAMS

## PROGRAM IMPROVEMENT PROFILE SUMMARY

C. Programs of Occupational Preparation



D. Non-Occupational Preparation Programs



## SUMMARY OF POSTSECONDARY ON-SITE TEAMS' CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS
## STANDARD IV

| CONCLUSIONS | RECOMMENDATIONS | SUGGESTIONS |
|---|---|---|
| Teams concluded that:<br>Generally, the instructional staff members were well qualified for their positions; however, there were a few references to the lack of work experience of some faculty members.<br>The integration of safety into the curricula is still reported as a persistent problem. Its total integration into the curricula appears to be, at best, inconsistent.<br>Most programs had measurable objectives, yet there were reports indicating some programs had objectives which were not measurable.<br>There was some evidence of a valid sequence of learning activities; however, there was little documented evidence of detailed lesson plans, sequenced course and unit objectives or corresponding criterion referenced measures to assist in evaluation of student progress.<br>The use of written curriculum guides, with lesson plans and sequenced instruction, need to be emphasized in all areas.<br>There is a need for a systematic effort in admitting, evaluating and training for employment of special needs students.<br>Concern is expressed regarding the lack of identification of minimum grade levels for reading and computational skills required for reasonable success in each program.<br>Local Advisory Councils and program craft committees are not being utilized to take advantage of their obvious potential contribution in the educational process.<br>Active recruitment for non-traditional programs is not evident. | Teams recommend that:<br>Written curricula and lesson plans be developed for each course/program.<br>Each institution review the safety procedures in all laboratories and shops and special emphasis be placed upon the total integration of safety in all aspects of the program.<br>Each institution should be kept informed of the value and utilization of Local Advisory Councils and program/craft committees.<br>Minimum grade levels for reading and computational skills required to assure reasonable success in each program should be identified and made known to each student.<br>Program coordinators utilize more fully enrollment data, placement and follow-up, advisory council recommendations and other MIS data to ensure current program offerings are compatible and responsive to employment opportunities.<br>Each institution should review its recruitment procedures for non-traditional programs.<br>IEP's be developed for all handicapped students who require them.<br>Follow-up data be made available to the faculty and staff to make better judgements regarding program content, length and relevancy.<br>In the interest of safety, all laboratories should be equipped with a master emergency electrical cut-off switch.<br>Detailed lesson plans with appropriately sequenced courses and unit objectives be developed and stated in measurable terms. | Teams suggest that:<br>While most course syllabi have a comprehensive outline, more specific objectives which identify competencies need to be included.<br>A formal procedure be established for occupational instructors and related/development instructors to develop mutual objectives for students. |

# SUMMARY OF POSTSECONDARY ON-SITE TEAMS' CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS
## STANDARD IV

| CONCLUSIONS | RECOMMENDATIONS | SUGGESTIONS |
|---|---|---|
|  | Instructors should be advised of special needs students who are enrolled in their programs.<br>Color codes be used to mark emergency equipment, air, water and gas lines in shop areas. |  |

# COMPOSITE DATA FOR ON-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM
## STANDARD V - STAFF

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| CRITERIA | Y | N | % | Chg |
|---|---|---|---|---|
| A. Administrative and Supervisory Staff | | | | |
| (1) Are there procedures and criteria for the selection of staff which facilitate the selection of professional staff on a best-qualified basis? | 9 | 1 | 90 | 0 |
| (2) Does the criteria reflect minimum standards of educational preparation and occupational experience? | 10 | 1 | 100 | + |
| (3) Does the head of the institution have a background in occupational experience, educational and professional preparation? | 10 | 1 | 100 | + |
| (4) Are there published job descriptions available for all administrative and supervisory staff personnel? | 10 | 2 | 100 | + |
| (5) Are the qualifications of other administrative and supervisory staff commensurate with assigned duties as reflected in published job descriptions? | 10 | 0 | 100 | + |
| (6) Does the school administration maintain effective communication links between the administration and staff members? | 10 | 0 | 100 | + |
| B. Faculty | | | | |
| (1) Is there evidence which reflects that minimum standards of professional preparation and displayed competency are required for instructors? | 10 | 0 | 100 | 0 |
| (2) Is there a system to ensure that instructors keep abreast of current methods, procedures and technologies utilized in the occupation which they teach? | 9 | 1 | 90 | - |
| (3) Is there evidence of liaison between instructors and the respective business or industry their service area supports? | 9 | 1 | 90 | 0 |

## COMPOSITE DATA FOR ON-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM
## STANDARD V - STAFF

| CRITERIA | Y | N | % | Chg |
|---|---|---|---|---|
| (4) Is criteria such as type of program, size of instructional area and availability of work stations taken into consideration in determining instructor/student ratio? | 8 | 2 | 80 | - |
| (5) Is a planned pre-service or orientation provided for all new instructors? | 8 | 2 | 80 | 0 |
| (6) Does the institution provide time for the professional growth of the instructional staff? | 9 | 1 | 90 | - |
| (7) Are professional development experiences, such as in-service, on-the-job, and formal professional training provided by the institution to assist in staff development? | 8 | 2 | 80 | - |
| (8) Are fair employment and promotion practices exercised in the operation and administration of the institution? | 9 | 1 | 90 | - |
| C. Personnel Evaluation System | | | | |
| (1) Does the institution have a personnel evaluation system for evaluating its personnel annually? | 7 | 3 | 70 | - |
| (2) Does the evaluation provide for supervisor and self evaluations? | 8 | 2 | 80 | + |
| D. Non-Instructional Staff | | | | |
| (1) Is an adequate non-instructional staff provided? | 9 | 1 | 90 | + |
| (2) Are job descriptions available for members of the non-instructional staff? | 9 | 1 | 90 | + |
| (3) Is in-service training provided for the non-instructional staff? | 8 | 2 | 80 | + |

## COMPOSITE DATA FOR ON-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM
## STANDARD V - STAFF

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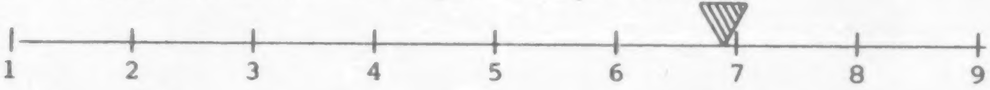
CRITERIA

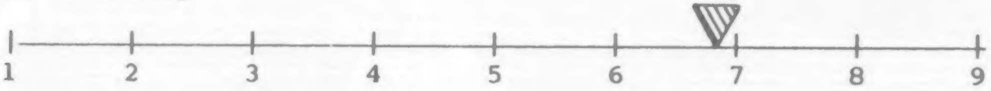
| | Criteria | Y | N | % | Chg |
|---|---|---|---|---|---|
| (4) | Does the institution provide for preventive maintenance and custodial services to insure operation of the facilities? | 9 | 1 | 90 | 0 |
| (5) | Does the custodial staff provide good housekeeping and maintenance of the facilities and grounds? | 10 | 0 | 100 | 0 |

### PROGRAM IMPROVEMENT PROFILE SUMMARY

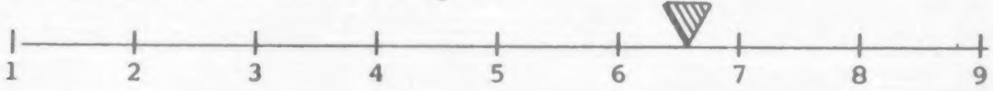
A. Administrative and Supervisory Staff



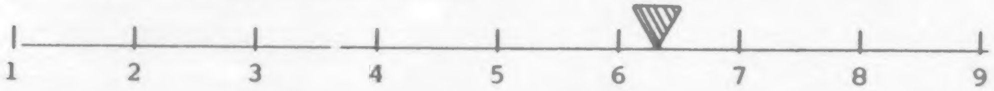
B. Faculty



C. Personnel Evaluation System



D. Non-Instructional Staff



## SUMMARY OF POSTSECONDARY ON-SITE TEAMS' CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS

## STANDARD V

| CONCLUSIONS | RECOMMENDATIONS | SUGGESTIONS |
|---|---|---|
| Team concludes that:<br>Staff personnel are generally well qualified for their positions with the necessary occupational and educational experience.<br>Some institutions provided no planned pre-service training for new staff members.<br>Staff members should be encouraged to participate in professional organizations and state staff developed in-service conferences. | Team recommends that:<br>Job descriptions for all staff positions be developed.<br>A personnel evaluation system be developed to evaluate the staff annually.<br>Each institution should review its hiring policies with regard to work experience acquired by potential employees.<br>Orientation level courses should be established for all new staff members. | Team suggests that:<br>Job descriptions for the staff be reviewed and revised annually.<br>Procedures and criteria for employment be developed to ensure employment of the best qualified staff.<br>Provide travel expenses and release time for staff personnel to attend professional meetings, technical workshops and seminars. |

## COMPOSITE DATA FOR ON-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM
## STANDARD VI - LEARNING RESOURCE CENTER

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CRITERIA

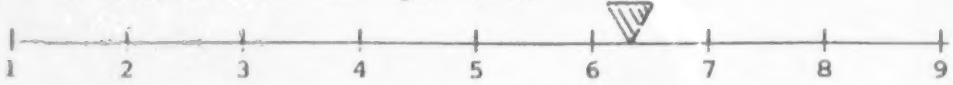
| A. Administration and Operation | Y | N | % | Chg |
|---|---|---|---|---|
| (1) Does the institution provide and maintain a Learning Resource Center? | 10 | 0 | 100 | + |
| (2) Does the administration provide adequate learning resources to support both students and faculty in the instructional program? | 10 | 0 | 100 | + |
| (3) Are equipment and materials appropriate to needs of the programs served? | 10 | 0 | 100 | + |
| (4) Are materials sufficient to provide for a multimedia approach to instruction? | 10 | 0 | 100 | + |
| (5) Do the materials include resources such as audiovisual aids and equipment, industrial and technical manuals, and reference books? | 10 | 0 | 100 | 0 |
| (6) Are the Learning Resource Centers available for use by students during regular school hours? | 10 | 0 | 100 | + |
| (7) Is a plan available to evaluate the effectiveness of the Learning Resource Center(s)? | 8 | 2 | 80 | + |
| (8) Does the plan take into consideration items such as seating capacity, stock capacity, and time space utilization? | 8 | 2 | 80 | + |
| (9) Does the evaluation plan address student and faculty utilization of items such as books, periodicals, reference materials, and audio-visual equipment? | 8 | 2 | 80 | + |
| (10) Whether the Learning Resource Center is centralized or decentralized has a specific individual been designated the responsibility for the materials? | 10 | 0 | 100 | + |

## COMPOSITE DATA FOR ON-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM
## STANDARD VI - LEARNING RESOURCE CENTER

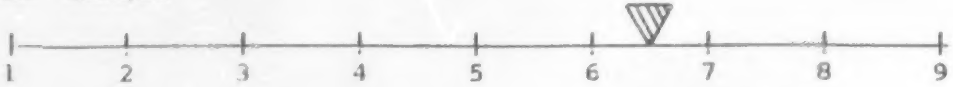
| CRITERIA | Y | N | % | Chg |
|---|---|---|---|---|
| B. Budget | | | | |
| (1) Does the annual budget provide for items such as purchase of reference books, materials, audiovisual aids, maintenance and repair of equipment? | 9 | 1 | 90 | 0 |
| (2) Is a system in effect for purchasing, recording, and distributing learning resource materials and equipment? | 10 | 0 | 100 | + |

### PROGRAM IMPROVEMENT PROFILE SUMMARY

A. Administration and Operation



B. Budget



# SUMMARY OF POSTSECONDARY ON-SITE TEAMS' CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS

## STANDARD VI

| CONCLUSIONS | RECOMMENDATIONS | SUGGESTIONS |
|---|---|---|
| Teams conclude that:<br>Learning Resource Centers (LRC) were in place and available to most students. They were gnerally well equipped and, with some exceptions, had relevant, current materials available.<br>Some LRCs were located in small areas which compromised their effectiveness. | Teams recommend that:<br>Each institution develop an evaluation system to measure the effectiveness of the LRC for each program.<br>Adequate space be provided to all LRCs to accommodate students, faculty and staff in a comfortable learning environment. | |

## COMPOSITE DATA FOR ON-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM
## STANDARD VII - FINANCIAL RESOURCES

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CRITERIA

| A. Internal Budgeting | Y | N | % | Chg |
|---|---|---|---|---|
| (1) Is budget development based upon the scope, objectives, and purposes of the institution? | 10 | 0 | 100 | + |
| (2) Was the budget development directly related to the estimated number of students to be served? | 10 | 0 | 100 | 0 |
| (3) Does the development of the budget incorporate techniques that provide for present as well as future needs of the institution? | 10 | 0 | 100 | 0 |
| (4) Is there evidence of staff involvement in the developmental process of the institution's budget? | 10 | 0 | 100 | + |
| (5) Does the budget contain sufficient major categories such as administration, instructional programs, plant maintenance, equipment and supplies (instructional and non-instructional), and custodial services to insure proper distribution of funds? | 10 | 0 | 100 | 0 |
| (6) Does the administration use adequate budgetary and auditing procedures in keeping with local, state, and federal requirements? | 10 | 0 | 100 | + |
| (7) Are adequate personnel available for proper record keeping, reporting and auditing? | 10 | 0 | 100 | 0 |
| (8) Are sources of funds clearly identified? | 10 | 0 | 100 | 0 |
| (9) Are there records of expenditures (two-year minimum except for new schools)? | 10 | 0 | 100 | 0 |

## COMPOSITE DATA FOR ON-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM
## STANDARD VII - FINANCIAL RESOURCES

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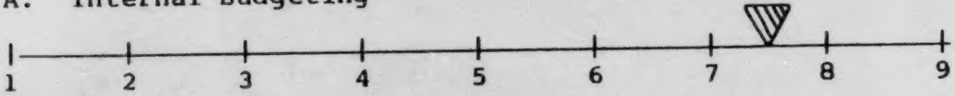
| CRITERIA | Y | N | % | Chg |
|---|---|---|---|---|
| B. Administration | | | | |
| (1) Is there evidence that the institution has considered its financial resources as a basis for immediate and long-range planning? | 9 | 1 | 90 | - |
| (2) Do financial records identify all expenditures as they relate to the objectives of the institution? | 10 | 0 | 100 | 0 |
| (3) Are periodic budgets prepared for department heads and instructors as well as the head of the institution? | 9 | 1 | 90 | 0 |
| (4) Is there a method of reporting plant and equipment additions for insurance purposes? | 9 | 1 | 90 | 0 |
| (5) Is there an organized procedure for receipt, deposit, safeguarding, and managing of funds belonging to or owed by the institution? | 10 | 0 | 100 | 0 |
| (6) Are all persons who collect or handle money bonded? | 9 | 1 | 90 | - |
| C. Purchasing Policies | | | | |
| (1) Does the school have a purchasing system that insures efficient use of budgeted funds? | 9 | 1 | 90 | - |
| (2) Is competitive bidding used for supply and equipment purchases? | 10 | 0 | 100 | 0 |
| (3) Is there a system to provide for emergency purchases to assure acquisition of instructional and non-instructional supplies and equipment repairs within a reasonable length of time to support continuous instruction? | 10 | 0 | 100 | 0 |
| (4) Is there a clearly stated, publicized student fee refund policy? | 10 | 0 | 100 | + |

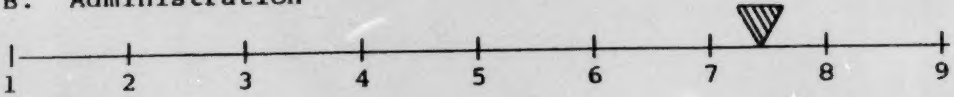
## COMPOSITE DATA FOR ON-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM
## STANDARD VII - FINANCIAL RESOURCES

### PROGRAM IMPROVEMENT PROFILE SUMMARY

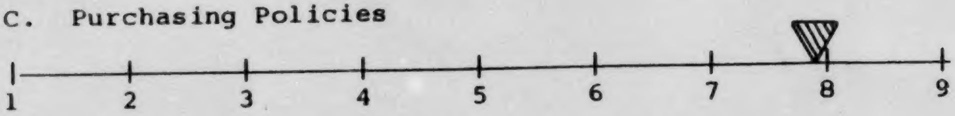
A. Internal Budgeting



B. Administration



C. Purchasing Policies



## SUMMARY OF POSTSECONDARY ON-SITE TEAMS' CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS
## STANDARD VII

| CONCLUSIONS | RECOMMENDATIONS | SUGGESTIONS |
|---|---|---|
| Team concludes that:<br>Appropriate financial controls, management and business practices were generally exercised to support the vocational programs. However, some individuals handling refunds were not bonded.<br>Evidence of detailed financial records were found at all institutions.<br>There was little evidence to suggest a comprehensive budget planning process. It appears budget development was restricted to the chief administrator or his/her close personal staff. There was little evidence to suggest staff or faculty involvement in budget development. | Team recommends that:<br>Budget planning and development should have input from all faculty and staff members.<br>Ensure that all personnel handling funds be bonded; they should also be aware they are bonded.<br>The institution consider its financial resources as a basis for immediate or long range planning. | |

## COMPOSITE DATA FOR ON-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM
## STANDARD VIII - PHYSICAL FACILITIES

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CRITERIA

| A. Existing Facilities | Y | N | % | Chg |
|---|---|---|---|---|
| (1) Has a plan been developed for campus improvements? | 7 | 3 | 70 | - |
| (2) Is there evidence of established priorities for continuous improvement of facilities? | 7 | 3 | 70 | - |
| (3) Does institution provide adequate light, heat, and ventilation in all areas of the facility with particular attention to conditions which may adversely affect health and safety? | 8 | 2 | 80 | na |
| (4) Are facilities, including restrooms, dressing rooms, etc., conveniently located for both male and female students? | 10 | 0 | 100 | na |
| (5) Is a written plan available for providing emergency medical care? | 9 | 1 | 90 | 0 |
| (6) Are students, faculty, and staff aware of the plan? | 8 | 2 | 80 | 0 |
| (7) Are the facilities free from architectural barriers which could limit accessibility to the mobility impaired? | 5 | 5 | 50 | - |
| (8) If architectural barriers exist, is there a transition plan on file to eliminate them? | 7 | 3 | 70 | 0 |
| (9) Are there provisions to make buildings identifiable to partially sighted students? | 3 | 7 | 30 | - |
| (10) Are convenient restroom facilities provided for mobility impaired students? | 6 | 4 | 60 | - |
| (11) Are adequate storage areas available to support the programs offered? | 5 | 5 | 50 | - |

## COMPOSITE DATA FOR ON-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM
## STANDARD VIII - PHYSICAL FACILITIES

| CRITERIA | Y | N | % | Chg |
|---|---|---|---|---|
| (12) Are fire resistant or remote storage areas available to store combustible materials? | 5 | 5 | 50 | - |
| (13) Are fire protection devices provided for all buildings? | 10 | 0 | 100 | 0 |
| (14) Are exits clearly marked and free from obstructions? | 9 | 1 | 90 | + |
| (15) Are electrical outlets and control switches readily accessible? | 9 | 1 | 90 | - |
| (16) Are fire extinguishers discharged and refilled annually ($CO_2$ type extinguishers should be weight checked and recharged)? | 9 | 1 | 90 | - |
| (17) Are fire extinguishers located in an area easily accessible to a person entering or exiting a room? | 9 | 1 | 90 | 0 |
| (18) Is the type fire extinguishers available compatible with the potential hazard that exists (i.e. non conductive agents for electrical equipment involved in a fire). | 9 | 1 | 90 | 0 |
| (19) Are fire alarms/alerting systems in good working order? | 10 | 0 | 100 | 0 |
| (20) Are electrical wires, plugs, receptacles and switches in a safe condition? | 6 | 4 | 60 | na |
| (21) Are regular emergency drills conducted? | 7 | 3 | 70 | - |
| B. Operation and Maintenance of Facilities | | | | |
| (1) Is there evidence of a plan for operating and maintaining the facility and its related equipment? | 8 | 2 | 80 | - |
| (2) Does the plan include a method of evaluating the effectiveness of the maintenance program? | 6 | 4 | 60 | na |
| (3) Does the institution place emphasis on proper maintenance, housekeeping, and inspection of all emergency and safety equipment? | 7 | 3 | 70 | - |

## COMPOSITE DATA FOR ON-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM
## STANDARD VIII - PHYSICAL FACILITIES

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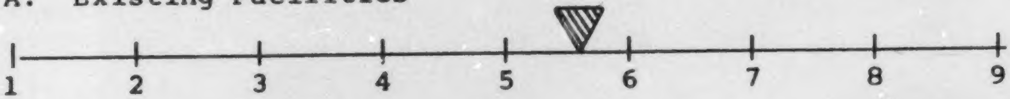
| CRITERIA | | Y | N | % | Chg |
|---|---|---|---|---|---|
| (4) | Does the institution provide adequate material, equipment, supplies and personnel to operate and maintain its facilities? | 9 | 1 | 90 | - |
| (5) | Does the institution have a plan developed for campus landscaping? | 7 | 3 | 70 | - |
| (6) | Does the plan include a priority listing for campus beautification items? | 7 | 3 | 70 | 0 |
| (7) | Is there a current topographical map available which is coded to the priorities? | 5 | 5 | 50 | - |
| (8) | Is there evidence that the facility is operated and maintained in a manner consistent with energy conservation? | 10 | 0 | 100 | na |
| (9) | Are all programs (including CETA and Quick Start) scheduled in branches, extension centers, or other off-campus facilities considered a part of the total educational program and satisfy the requirements of each standard? | 7 | 3 | 70 | - |
| C. | Security | | | | |
| (1) | Does the institution have a security system? | 9 | 1 | 90 | - |
| (2) | Does the security system provide a quick response by trained personnel? | 8 | 2 | 80 | - |
| (3) | Given the location, history and circumstances of the institution, are the security measures considered adequate? | 8 | 2 | 80 | - |

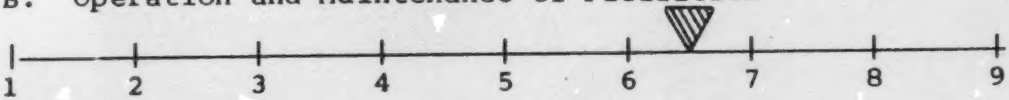
# COMPOSITE DATA FOR ON-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM
## STANDARD VIII - PHYSICAL FACILITIES

### PROGRAM IMPROVEMENT PROFILE SUMMARY

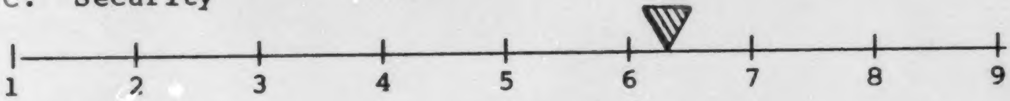
A. Existing Facilities



B. Operation and Maintenance of Facilities



C. Security



# SUMMARY OF POSTSECONDARY ON-SITE TEAMS' CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS
## STANDARD VIII

| CONCLUSIONS | RECOMMENDATIONS | SUGGESTIONS |
|---|---|---|
| Team concludes that:<br>Most institutions are providing adequate light, heat and ventilation in all areas and are generally responsive to conditions which may adversely affect health, safety and the learning environment. Few exceptions to these rules were noted by teams.<br>In too many instances, hallways are being used as storage area. In some instances fire exists were being blocked and rendered inaccessible.<br>There is an urgent need for fire resistant storage areas; faculty, staff, students must be made more aware of the hazards involved in improperly stored combustible materials. | Team recommends that:<br>Adequate fire resistant storage areas be made immediately available to store combustible items.<br>Hallways and fire lanes should be kept clean at all times.<br>In specific lab areas proper attention must be paid to adequate lighting, ventilation and, where necessary, eyewash stations.<br>First aid kits should be made available for all labs and shops. | |

## COMPOSITE DATA FOR ON-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM
## STANDARD IX - EQUIPMENT, SUPPLIES AND INSTRUCTIONAL MATERIALS

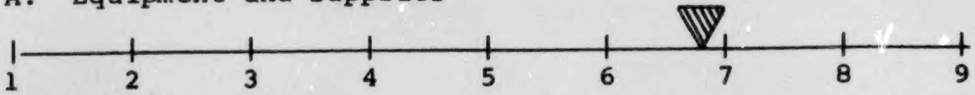
| CRITERIA | Y | N | % | Chg |
|---|---|---|---|---|
| A. Equipment and Supplies | | | | |
| (1) Are funds budgeted to provide equipment and supplies in accordance with acceptable standards and at a level to assure quality occupational education? | 10 | 0 | 100 | + |
| (2) Do planning activities include the selection of high quality equipment suitable for prolonged use in skill development activities? | 10 | 0 | 100 | na |
| (3) Are adequate instructional equipment and supplies available to meet program objectives for all students including the handicapped? | 8 | 2 | 80 | - |
| (4) Is instructional equipment utilized to attain program objectives? | 10 | 0 | 100 | + |
| (5) Does all equipment meet appropriate safety standards? | 9 | 1 | 90 | + |
| (6) Is there a preventive maintenance plan to service each item of equipment on a scheduled basis? | 6 | 4 | 60 | - |
| (7) Does the equipment represent the grade and type used by business and industry? | 10 | 0 | 100 | 0 |
| (8) Is equipment replaced according to a planned replacement and priority schedule? | 9 | 1 | 90 | + |
| (9) Is equipment well maintained and kept in serviceable condition? | 8 | 2 | 80 | na |
| (10) Is obsolete equipment not in use disposed of? | 8 | 2 | 80 | na |
| B. Instructional Materials and Consumable Supplies | | | | |
| (1) Are instructional materials provided to meet program objectives? | 10 | 0 | 100 | 0 |
| (2) Are instructional materials utilized to meet program objectives? | 10 | 0 | 100 | 0 |
| (3) Is there evidence that available instructional materials [illegible] non-discriminatory in content? | 9 | 1 | 90 | - |

## COMPOSITE DATA FOR ON-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM
## STANDARD IX - EQUIPMENT, SUPPLIES AND INSTRUCTIONAL MATERIALS

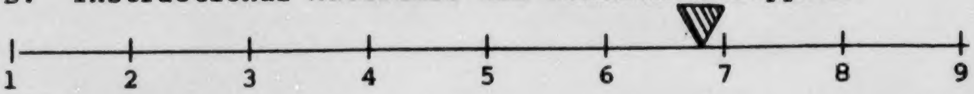
| CRITERIA | | Y | N | % | Chg |
|---|---|---|---|---|---|
| (4) | Does the institution have a system of supply and equipment inventory for instructional and non-instructional items? | 10 | 0 | 100 | 0 |
| (5) | Are consumable supplies adequate to meet program objectives? | 10 | 0 | 100 | 0 |
| (6) | Are consumable supplies utilized to meet program objectives? | 10 | 0 | 100 | 0 |
| (7) | Are there sufficient on-hand supplies and materials available to permit competitive bidding for restocking? | 10 | 0 | 100 | 0 |
| (8) | Is there a system for emergency purchases to assure the acquisition of instructional supplies and equipment repairs within a reasonable length of time to support continuous instruction? | 10 | 0 | 100 | 0 |
| (9) | Are there first aid supplies readily available? | 9 | 1 | 90 | 0 |
| (10) | Are instructional materials and consumable supplies ordered, stored, issued and used in an efficient and cost-effective manner? | 10 | 0 | 100 | na |

### PROGRAM IMPROVEMENT PROFILE SUMMARY

A. Equipment and Supplies



B. Instructional Materials and Consumable Supplies



## SUMMARY OF POSTSECONDARY ON-SITE TEAMS' CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS
## STANDARD IX

| CONCLUSIONS | RECOMMENDATIONS | SUGGESTIONS |
|---|---|---|
| Team concludes that:<br>In most cases sufficient funds were budgeted to supply equipment and instructional materials to meet the purpose and the objectives of the institution. | Team recommends that:<br>Each piece of machinery should be evaluated to determine how long it can reasonably last; replacement projections should then be determined.<br>All obsolete equipment be removed from the labs.<br>All broken equipment should be repaired or salvaged. | |

## COMPOSITE DATA FOR ON-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM
## STANDARD X - STUDENT PERSONNEL SERVICES

---

CRITERIA

| A. General | Y | N | % | Chg |
|---|---|---|---|---|
| (1) Does the institution have a program of personnel services which includes an evaluative process by which the effectiveness of the program can be ascertained? | 10 | 0 | 100 | + |
| (2) Are comprehensive diagnostic services provided to develop prescriptions for program placement and instruction of handicapped students in vocational education? | 6 | 4 | 60 | - |
| (3) Does the student personnel services staff cooperate with the faculty to insure optimum success? | 9 | 1 | 90 | 0 |
| (4) Is there a system which allows students to change programs after entry? | 10 | 0 | 100 | + |
| (5) Are provisions made to enroll and provide support services to displaced homemakers in occupational training programs? | 9 | 1 | 90 | 0 |
| (6) Have tests and other evaluation materials been validated for the specific purpose for which they are used? | 5 | 5 | 50 | na |
| (7) Are tests and other evaluation materials administered by trained personnel in accordance with instructions provided by the producer? | 8 | 2 | 80 | na |
| (8) Do tests and other evaluation materials used include those tailored to assess specific areas of educational need and not merely those which are designed to produce a single general education quotient? | 8 | 2 | 80 | na |
| (9) Are tests selected and administered to students with an impairment which accurately reflect aptitude, achievement or other designed factors rather than reflecting the impairment (except where those skills are the factors the test purports to measure)? | 8 | 2 | 80 | na |
| (10) Do parents or guardians of handicapped students under 21 years old participate in the development of the Individualized Educational Plan (IEP)? | 9 | 1 | 90 | na |

## COMPOSITE DATA FOR ON-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM
## STANDARD X - STUDENT PERSONNEL SERVICES

| CRITERIA | | Y | N | % | Ch |
|---|---|---|---|---|---|
| (11) | Are IEP's for handicapped students under 21 years old re-evaluated periodically? | 9 | 1 | 90 | n |
| (12) | Does the IEP re-evaluation (for students under 21) include a system of procedural safeguards that includes notice, an opportunity for parents/guardians to examine relevant records, an impartial hearing with opportunity for participation by student's parent/guardian, representation by counsel, and a review procedure? | 9 | 1 | 90 | na |
| (13) | Is a brief summary of program offerings and admissions criteria included in public announcements prior to each school year? | 10 | 0 | 100 | na |
| B. | Counseling | | | | |
| (1) | Is there a cooperative effort by counselors and instructors in determining course requirements, course content, employment opportunities, and pre-requisite courses or work experience that may aid in their chosen occupations? | 10 | 0 | 100 | + |
| (2) | Has the counseling staff received adequate training to acquaint them with items such as changing work patterns of women, ways of effectively overcoming sex stereotyping, ways of assisting females in selecting courses solely on their occupational needs and interests, developing improved career counseling materials free of sex bias, and availability and eligibility requirement of student financial aid program? | 10 | 0 | 100 | + |
| (3) | Does the student personnel services staff have adequate professional preparation, occupational experience and special needs training? | 10 | 0 | 100 | + |
| (4) | Are student personnel services available to assist all students with personal as well as career choice problems? | 10 | 0 | 100 | |
| (5) | Is a major consideration of student placement in a program that the student is assured a reasonable expectation of success? | 10 | 0 | 10 | |

## COMPOSITE DATA FOR ON-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM
## STANDARD X - STUDENT PERSONNEL SERVICES

| CRITERIA | Y | N | % | Chg |
|---|---|---|---|---|
| (6) Does the counseling process utilize instruments that are reliable and valid predictors when used in an occupational context? | 9 | 1 | 90 | 0 |
| C. Orientation | | | | |
| (1) Are there orientation programs provided to acquaint new students with policies, functions, and personnel of the institution? | 10 | 0 | 100 | 0 |
| (2) Are orientation programs provided to assist applicants in choosing their training objectives? | 10 | 0 | 100 | + |
| D. Personal Records | | | | |
| (1) Is responsibility for maintaining official files and records of students delegated to a specific individual? | 10 | 0 | 100 | 0 |
| (2) Does the institution ensure the security of personal records through the use of vaults, security files, or other safety measures? | 10 | 0 | 100 | 0 |
| (3) Although these records are confidential, does the counselor and teaching staff have access to the records in order to provide proper guidance? | 10 | 0 | 100 | 0 |
| (4) Are provisions made for security and emergency care of student's records in accordance with a written plan? | 9 | 1 | 90 | - |
| (5) Does the school provide a system to record those who have access to personal records? | 8 | 2 | 80 | - |
| E. Student Organization Activities | | | | |
| (1) Are student organization activities, if any, supervised by the institution? | 10 | 0 | 100 | 0 |
| (2) Does the institution provide supervision and control of organized athletic programs? | 9 | 1 | 90 | 0 |
| (3) Do student groups, where organized, have adequate means of communicating school and group activities to the student bod | 10 | 0 | 100 | + |

## COMPOSITE DATA FOR ON-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM
## STANDARD X - STUDENT PERSONNEL SERVICES

| CRITERIA | Y | N | % | Ch |
|---|---|---|---|---|
| **F. Health** | | | | |
| (1) Is a written plan provided and prominently posted throughout the facility to assist students in cases of sickness, accident, or emergencies on campus? | 8 | 2 | 80 | + |
| (2) Is there a plan in effect to insure the safety of students in the event of real, threatened, or impending danger? | 8 | 2 | 80 | 0 |
| (3) Does the institution have a system of reporting and investigating all accidents? | 9 | 1 | 90 | - |
| (4) Are there emergency evacuation plans prominently posted in the facility? | 8 | 2 | 80 | 0 |
| **G. Student Financial Assistance** | | | | |
| (1) Does the institution provide a system to disseminate financial information such as student loans, scholarships, part-time jobs to all students who need or can benefit from this information? | 10 | 0 | 100 | 0 |
| **H. Evaluation** | | | | |
| (1) Does the counseling process utilize instruments to predict success in an occupational program which are reliable and valid when used in an occupational context? | 8 | 2 | 80 | 0 |
| (2) Does the institution have an on-going plan for determining the validity of instruments used in counseling and program placement? | 7 | 3 | 70 | 0 |
| (3) Is the instructional staff encouraged to assist with the validity study? | 9 | 1 | 90 | + |
| (4) Are the findings of the validity studies made available to instructors and administrators? | 8 | 2 | 80 | - |
| (5) Are results of guidance and counseling evaluations utilized to improve selection process, program placement, grading techniques and the instructional process? | 9 | 1 | 90 | na |

# COMPOSITE DATA FOR ON-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM
## STANDARD X - STUDENT PERSONNEL SERVICES

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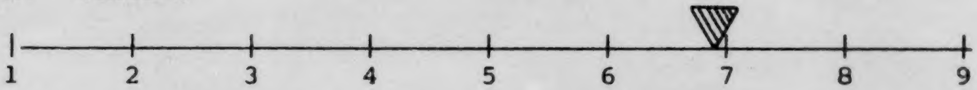
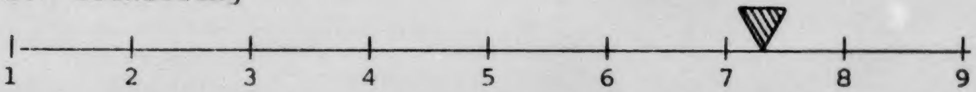
| CRITERIA | Y | N | % | Chg |
|---|---|---|---|---|
| I. Work-Study | | | | |
| (1) Are work-study programs reasonably available to all qualifying applicants within the limits of available funds? | 10 | 0 | 100 | na |
| (2) Are all work-study students in full time enrollment and in good standing? | 10 | 0 | 100 | na |
| (3) Is the work-study program available only to students who are at least 15 years old and less than 21 years old at the commencement of employment? | 10 | 0 | 100 | na |
| (4) Are work-study students limited to 20 hours of work in any week in which students' classes are in session? | 10 | 0 | 100 | na |
| (5) Are work-study stations limited to the local education agency or some other public or non-profit private agency or institution? | 10 | 0 | 100 | na |
| (6) Is a system in effect to ensure that the work-study program is available only to those who are otherwise qualified and are in need of the earnings from such employment to commence or continue in a program of vocational education? | 10 | 0 | 100 | na |

### PROGRAM IMPROVEMENT PROFILE SUMMARY

A. General

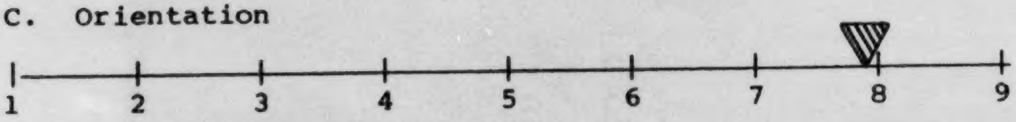


B. Counseling

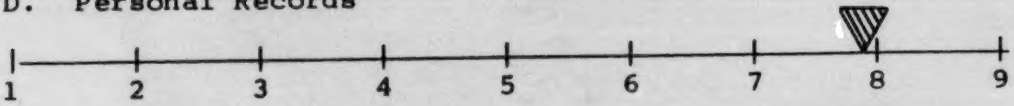


## COMPOSITE DATA FOR ON-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM
## STANDARD X - STUDENT PERSONNEL SERVICES

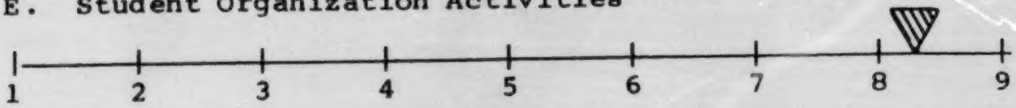
C. Orientation



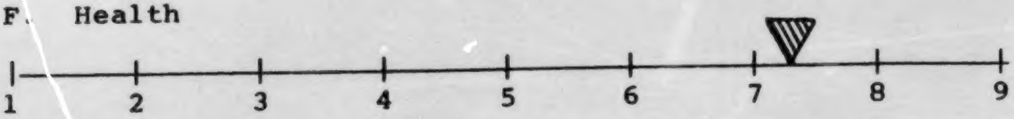
D. Personal Records



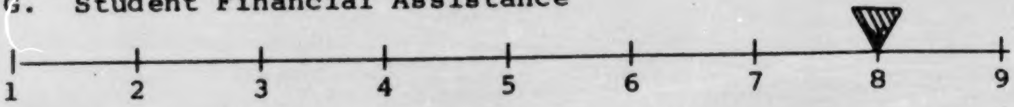
E. Student Organization Activities



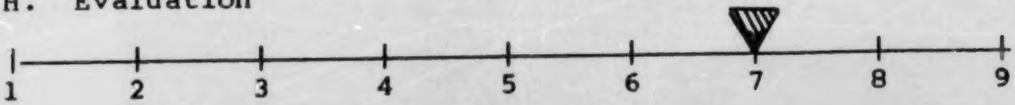
F. Health



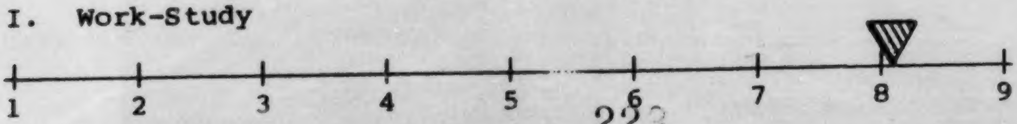
G. Student Financial Assistance



H. Evaluation



I. Work-Study



## SUMMARY OF POSTSECONDARY ON-SITE TEAMS' CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS

### STANDARD X

| **CONCLUSIONS** | **RECOMMENDATIONS** | **SUGGESTIONS** |
|---|---|---|
| Teams conclude that:<br>Most institutions had written plans regarding sickness, accident or other institutionally related emergencies, but there was little evidence of a general knowledge of these plans. | Teams recommend that:<br>Non-biased tests be instituted in all areas.<br>A system be developed to record persons having access to student personnel records.<br>A written plan be developed and posted throughout the facility to assist students in case of accidents or emergencies on campus. An evaluation instrument be developed and utilized for improvement of this plan.<br>A comprehensive diagnostic service be provided to facilitate placement of handicapped students in programs.<br>Standardized tests and other validated evaluation materials be used in the admission process for adult vocational programs.<br>Provisions be made for the evacuation of student records or the keeping of an alternate record system, such as microfilm.<br>A plan be developed for continual validation of instruments used in student placement. | Teams suggest that:<br>Attention be given to making faculty and students more aware of reporting and investigating all accidents.<br>Admission information be provided or made available to prospective applicants during all operating hours of the institution. |

# COMPOSITE DATA FOR ON-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM
## STANDARD XI - PLACEMENT AND FOLLOW-UP

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CRITERIA

A. Placement

| | | Y | N | % | Chg |
|---|---|---|---|---|---|
| (1) | Does the administration have a philosophy on job placement of students? | 10 | 0 | 100 | 0 |
| (2) | Does the institution have an operational plan which describes the placement services available? | 7 | 3 | 70 | - |
| (3) | Does the plan identify one individual responsible for the implementation and coordination of the placement services? | 6 | 4 | 60 | - |
| (4) | Does the plan outline the essential elements of the communications network between business, industry and the institution? | 6 | 4 | 60 | - |
| (5) | Are the placement coordinator, staff, advisory groups, faculty and various businesses and industries in the area addressed in the elements of the communications network? | 7 | 3 | 70 | - |
| (6) | Is there evidence of an annual placement and follow-up activity which reminds the staff and faculty of the communication and cooperation necessary to provide a comprehensive placement service? | 7 | 3 | 70 | - |
| (7) | Does the institution provide placement services for all students? | 8 | 2 | 80 | - |
| (8) | Is there evidence of active involvement of staff and faculty in the placement process? | 9 | 1 | 90 | 0 |
| (9) | Is there a file listing employers and employment opportunities to facilitate placement of current students? | 8 | 2 | 80 | - |
| (10) | Is there a procedure whereby employers can conduct interviews at the school? | 9 | 1 | 90 | na |
| (11) | Are students taught interviewing skills? | 8 | 2 | 80 | 0 |
| (12) | Are students taught job application skills? | 8 | 2 | 80 | - |

## COMPOSITE DATA FOR ON-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM
## STANDARD XI - PLACEMENT AND FOLLOW-UP

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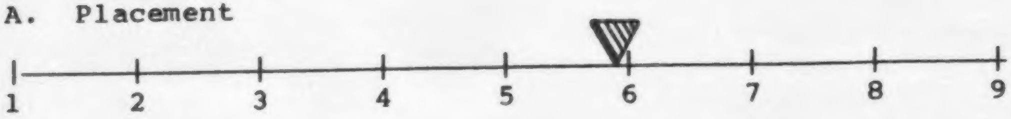
| CRITERIA | | Y | N | % | Chg |
|---|---|---|---|---|---|
| (13) | Is there evidence that communication with and information on other appropriate educational institutions are maintained? | 9 | 1 | 90 | 0 |
| (14) | Is there evidence of awareness and emphasis on the placement of students in non-traditional fields? | 9 | 1 | 90 | - |
| (15) | Are advisory councils and program/craft committees effectively used in job development and job placement activities? | 7 | 3 | 70 | na |
| (16) | Are placement records maintained on each graduate, completer, and early leaver? | 9 | 1 | 90 | na |
| (17) | Is job placement of displaced homemakers in occupational training programs seen as a priority? | 7 | 3 | 70 | - |
| B. | Follow-Up | | | | |
| (1) | Is follow-up information collected on completers and leavers annually for a three-year period? | 8 | 2 | 80 | + |
| (2) | Is follow-up information on each graduate or early leaver used as one means of measuring the success of the institution in meeting its objectives? | 8 | 2 | 80 | - |
| (3) | Is placement and follow-up information systematically made available to all instructional personnel and administrative staff as one means of evaluating programs as well as the job placement effort? | 6 | 4 | 60 | - |
| (4) | Is one person responsible for the coordination of all follow-up activities? | 8 | 2 | 80 | - |
| (5) | Is collection of data sufficient to identify salary ranges, sex, race, etc. of former students? | 8 | 2 | 80 | + |

## COMPOSITE DATA FOR ON-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM
## STANDARD XI - PLACEMENT AND FOLLOW-UP

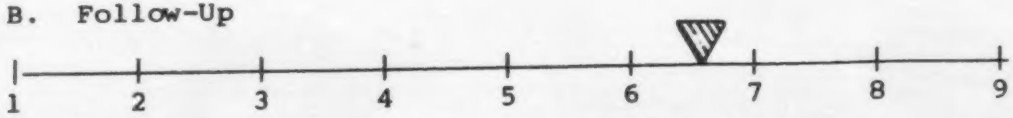
| CRITERIA | Y | N | % | Chg |
|---|---|---|---|---|
| C. Data Utilization | | | | |
| (1) Is the placement and follow-up information made available to all appropriate instructional personnel, administrative staff, advisory council and local board? | 6 | 4 | 60 | - |
| (2) Is there evidence to indicate that the placement and follow-up information is used to improve the quality of the institutional effort? | 5 | 5 | 50 | - |
| (3) Does the follow-up process include information on employer satisfaction with vocational students as compared to the performance of persons who have not had vocational education? | 7 | 3 | 70 | 0 |

### PROGRAM IMPROVEMENT PROFILE SUMMARY

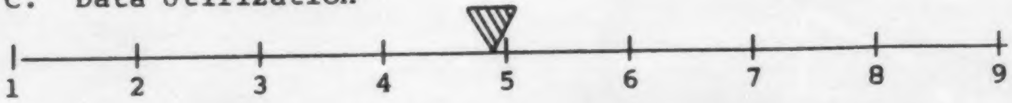
A. Placement



B. Follow-Up



C. Data Utilization



## SUMMARY OF POSTSECONDARY ON-SITE TEAMS' CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS
## STANDARD XI

| CONCLUSIONS | RECOMMENDATIONS | SUGGESTIONS |
|---|---|---|
| Teams concluded that:<br>Specific plans for student follow-up were evident in most schools; schools not having a specific plan conducted student follow-ups on an irregular, informal basis.<br>There is a need to disseminate placement and follow-up information to all instructional personnel and staff.<br>There were some instances where placement and follow-up responsibilities were relegated as additional duties for some staff members. | Teams recommended that:<br>All institutions continue to refine and add to follow-up studies and implement them on a regular basis.<br>Job placement and follow-up data should be routinely disseminated to the faculty and staff.<br>Files of potential employers should be reviewed periodically to maintain their currency.<br>Assign the responsibility of coordinating student follow-up to an appropriate individual. | Teams suggested that:<br>Develop a specified plan for student follow-up.<br>Employability skills be taught to all students enrolled in vocational programs. |

## COMPOSITE DATA FOR ON-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM
## STANDARD XII - COMMUNITY RELATIONS

| CRITERIA | Y | N | % | Chg |
|---|---|---|---|---|
| A. Administration and Involvement | | | | |
| (1) Is there a specific person within the institution responsible for community relations programs? | 10 | 0 | 100 | + |
| (2) Does the community relations program generate active participation from school personnel in the implementation of the institution's program? | 10 | 0 | 100 | + |
| (3) Are other school personnel advised of their roles in the community relations effort? | 10 | 0 | 100 | + |
| (4) Is there a continuous effort being made to include new and experimental methods of improving community relations programs? | 10 | 0 | 100 | + |
| (5) Does the community relations representative maintain a list of media (radio, TV, newspapers, speakers, etc.) to which school news releases are provided? | | | | |
| (6) Is there a file of community relations activities available which includes records of such activities as public tours, open houses, provision of facilities for community functions, publications, news releases, and other public relations efforts? | 9 | 1 | 90 | na |
| B. Communication | | | | |
| (1) Are there ways and means being explored by which the image of the institution could be improved? | 9 | 1 | 90 | 0 |
| (2) Does the community relations program inform the public of the institution's operations and capabilities? | 10 | 0 | 100 | + |
| (3) Are efforts being made to determine the extent to which the information program is reaching the desired audience? | 6 | 4 | 60 | - |
| (4) Are community relations and public information activities evaluated to determine those most effective? | 7 | 3 | 70 | na |

## COMPOSITE DATA FOR ON-SITE COMPONENT OF GEORGIA'S VOCATIONAL EVALUATION SYSTEM
## STANDARD XII - COMMUNITY RELATIONS

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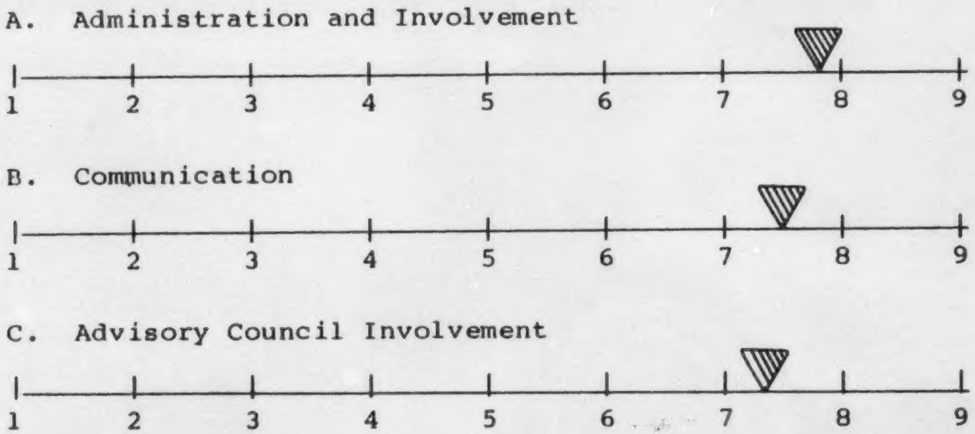
| CRITERIA | Y | N | % | Chg |
|---|---|---|---|---|
| C. Advisory Council Involvement | | | | |
| (1) Is there evidence of an active advisory council for the institution? | 10 | 0 | 100 | 0 |
| (2) Does the advisory council include members of both sexes, ethnic minorities, and representatives of business, industry and labor and the handicapped? | 10 | 0 | 100 | + |
| (3) Are the records of the advisory council kept for at least two years or since the advisory council was formed? | 9 | 1 | 90 | + |
| (4) Do the local advisory council minutes indicate dates of meetings, agenda, members present, what transpired, and any recommendations made? | 9 | 1 | 90 | na |
| (5) Does the advisory council provide advice concerning such topics as programs which should be taught by the school, adequacy of equipment, appropriateness of the curriculum, employment opportunities, job development, and review and approval of the local application? | 9 | 1 | 90 | na |

### PROGRAM IMPROVEMENT PROFILE SUMMARY



## SUMMARY OF POSTSECONDARY ON-SITE TEAMS' CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS
## STANDARD XII

| CONCLUSIONS | RECOMMENDATIONS | SUGGESTIONS |
|---|---|---|
| Teams concluded that:<br>A good effort is being made by most institutions evaluated to further community relations; teams, however, indicated this effort must be continued and improved.<br>Some institutions had no records available to indicate a community relations program exists. | Teams recommended that:<br>Records be maintained regarding community relations activities.<br>An appropriate individual be responsible for community relations and the identity and responsibility of this individual be communicated to the faculty, school and the community.<br>An evaluation system be set-up to evaluate the efficacy of the community relations program. | |

# COMPOSITE COMPETENCY GRAPHS AND PROGRAM IMPROVEMENT PROFILES BY STANDARDS FOR POST SECONDARY VOCATIONAL PROGRAMS

## Competency Graphs

Ideally, each criterion for each standard should be responded to with a "yes" answer. In this manner each standard should indicate a 100% attainment of each of the criteria deemed essential for a quality vocational program. Since this was not the case, as indicated by the data, the competency graphs provide a visual indication of achievement by percentage for each standard. Similar competency graphs are provided for Standard IV - Educational Programs - for the major service areas listed. The competency graphs for Standard IV, Subsections B and C, are combined and shown according to the Assessment Guide format for those two subsections. The graphs represent data aggregated by major occupational areas listed:

- Trade and Industries
- Technical
- Business and Office Education
- Health Occupations
- Distributive Education

Non-occupational programs are also graphically depicted.

## Program Improvement Profiles

Each evaluation team was responsible for rating sub-sections of each standard on the Program Improvement Profile. The profile represents a nine-point continuum; the rating represents the teams' overall rating of that specific sub-section. The composite profile represents a summary of team member ratings and provides a graphic illustration of areas where program improvement is most needed. The competency graphs and Program Improvement Profile Summaries for Standard IV will follow the formats of the assessment guides.

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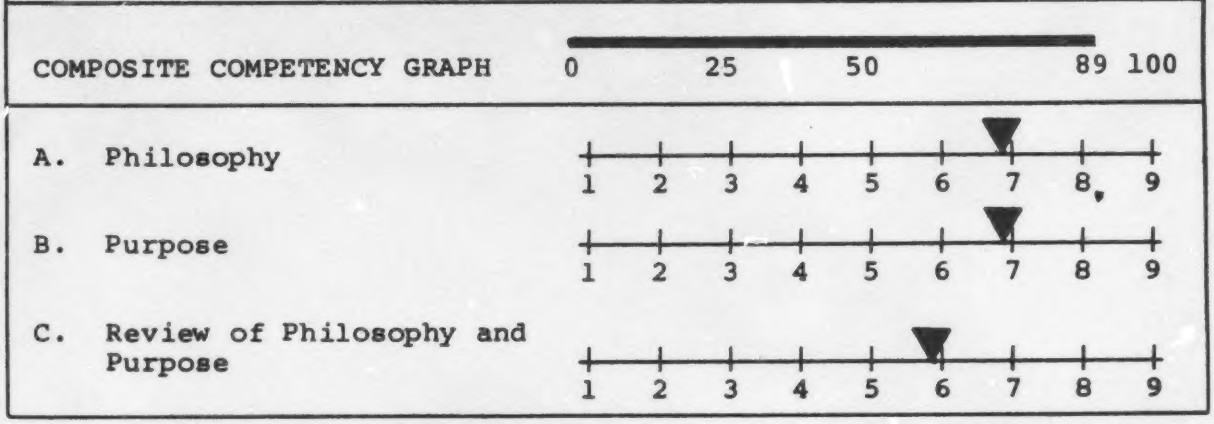
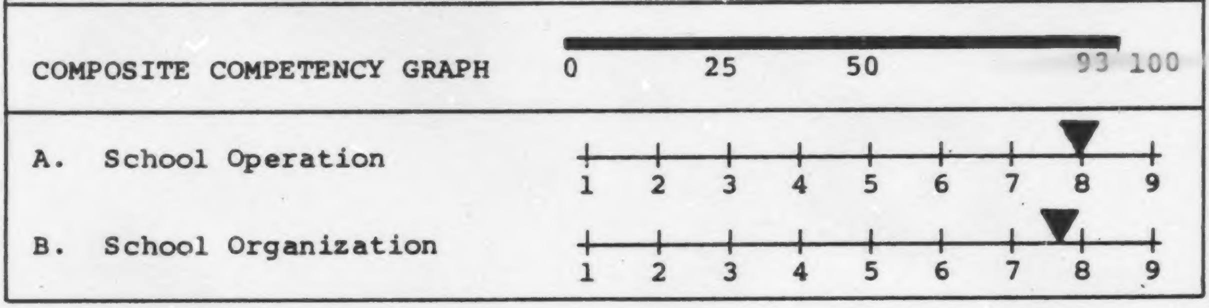
## COMPOSITE COMPETENCY GRAPHS AND PROGRAM IMPROVEMENT PROFILES BY STANDARDS FOR POST SECONDARY VOCATIONAL PROGRAMS

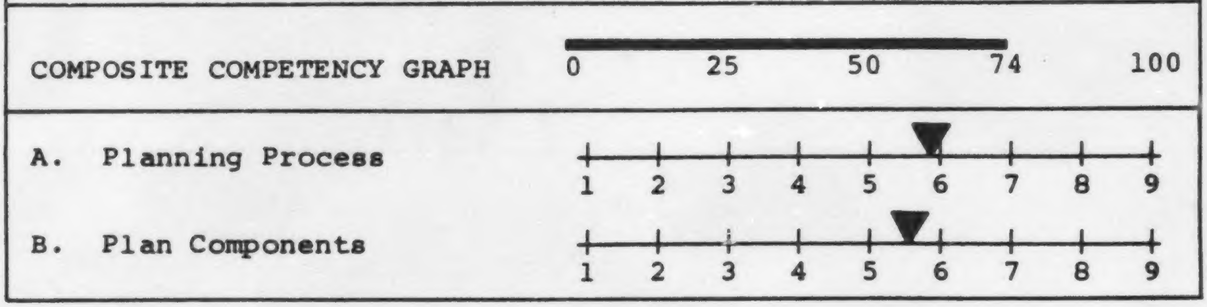
### STANDARD I - PHILOSOPHY AND PURPOSE



### STANDARD II - ORGANIZATION AND ADMINISTRATION



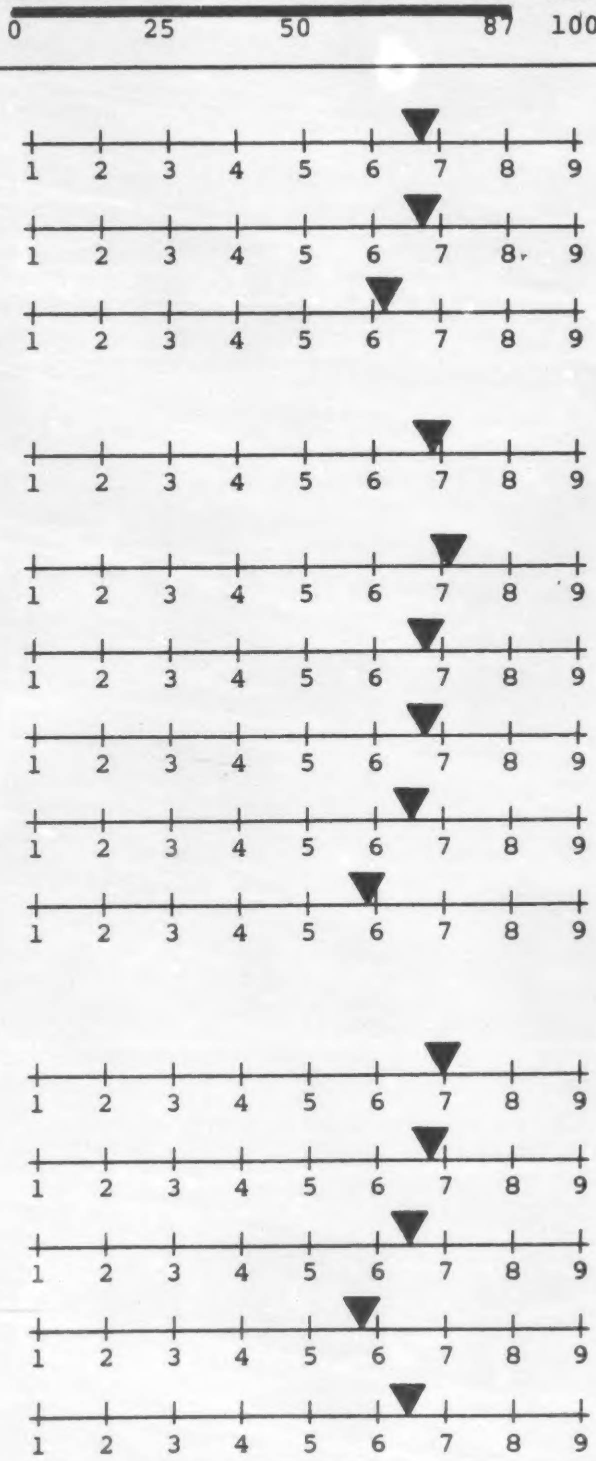
### STANDARD III - ANNUAL AND LONG RANGE PLANNING



## COMPOSITE COMPETENCY GRAPHS AND PROGRAM IMPROVEMENT PROFILES BY STANDARDS FOR POST SECONDARY VOCATIONAL PROGRAMS

### STANDARD IV - EDUCATIONAL PROGRAMS

COMPOSITE COMPETENCY GRAPH



**A. Institution**

1. Admissions
2. Programs
3. Special Needs

**B. General**

1. Admissions
2. Program Purpose and Objective
3. Instruction
4. Health and Safety
5. Planning and Evaluation
6. Special Needs

**C. Programs of Occupational Preparation**

1. Instructional Technology
2. Health and Safety
3. Planning and Evaluation
4. Program/Craft Committee
5. Related Instruction

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## COMPOSITE COMPETENCY GRAPHS AND PROGRAM IMPROVEMENT PROFILES BY STANDARDS FOR POST SECONDARY VOCATIONAL PROGRAMS

### STANDARD IV - EDUCATIONAL PROGRAMS

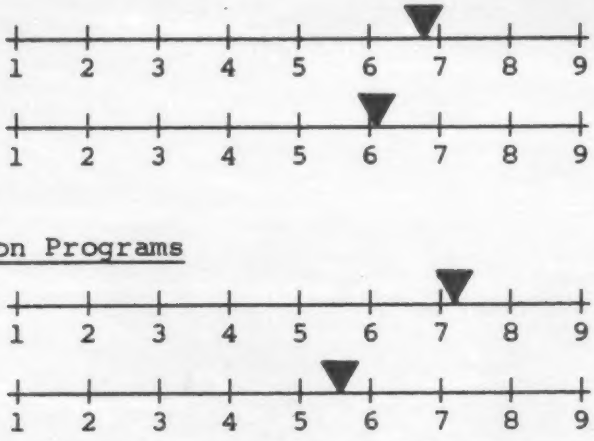
6. Live Work

7. Co-Op

D. Non-Occupational Preparation Programs

1. Consumer and Homemaking

2. Career Development Center



### STANDARD V - STAFF

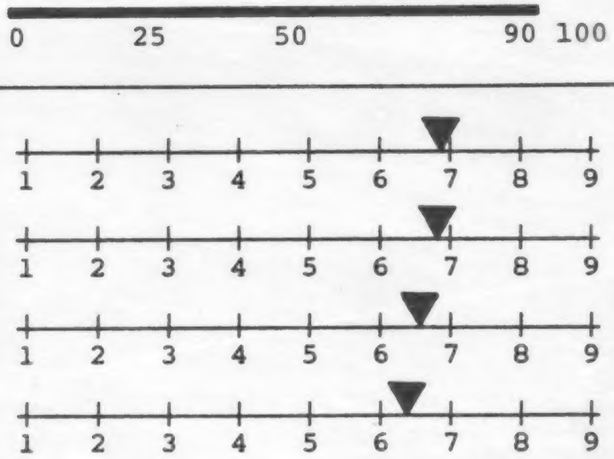
COMPOSITE COMPETENCY GRAPH

A. Administrative and Supervisory Staff

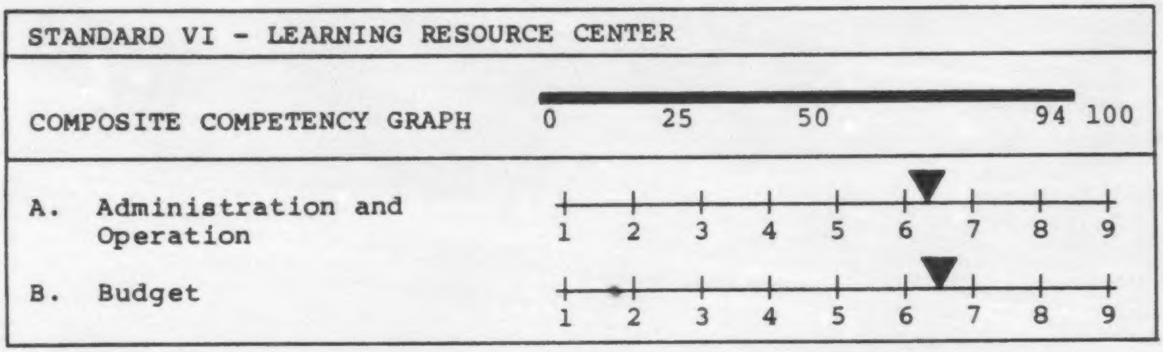
B. Faculty

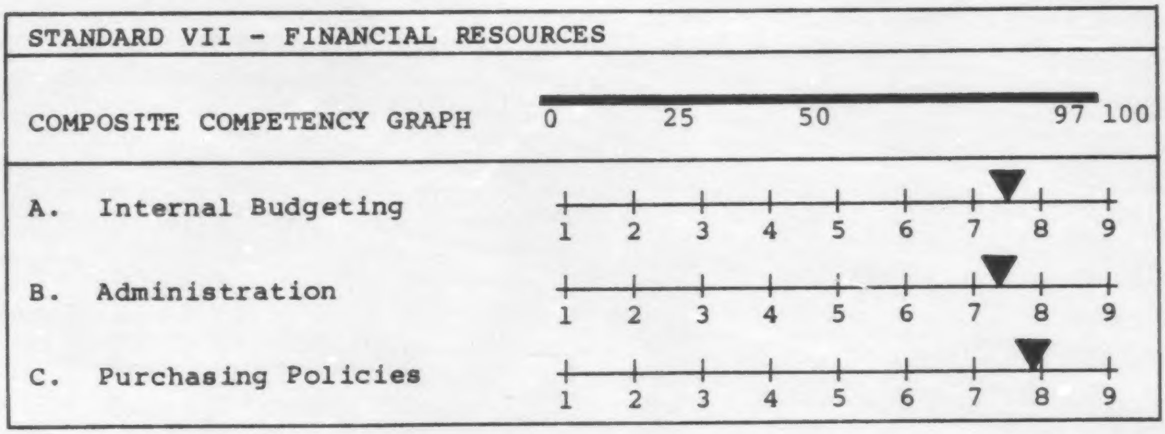
C. Personnel Evaluation System

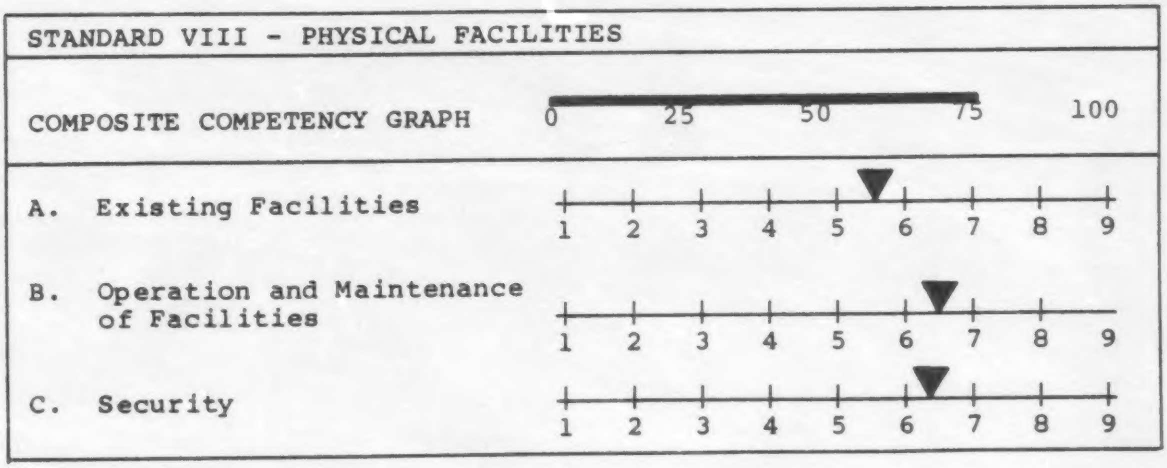
D. Non-Instructional Staff



## COMPOSITE COMPETENCY GRAPHS AND PROGRAM IMPROVEMENT PROFILES BY STANDARDS FOR POST SECONDARY VOCATIONAL PROGRAMS

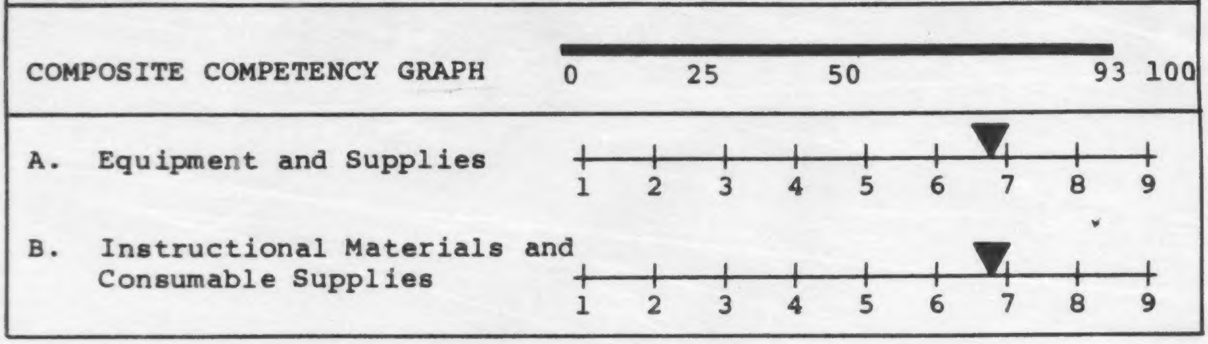




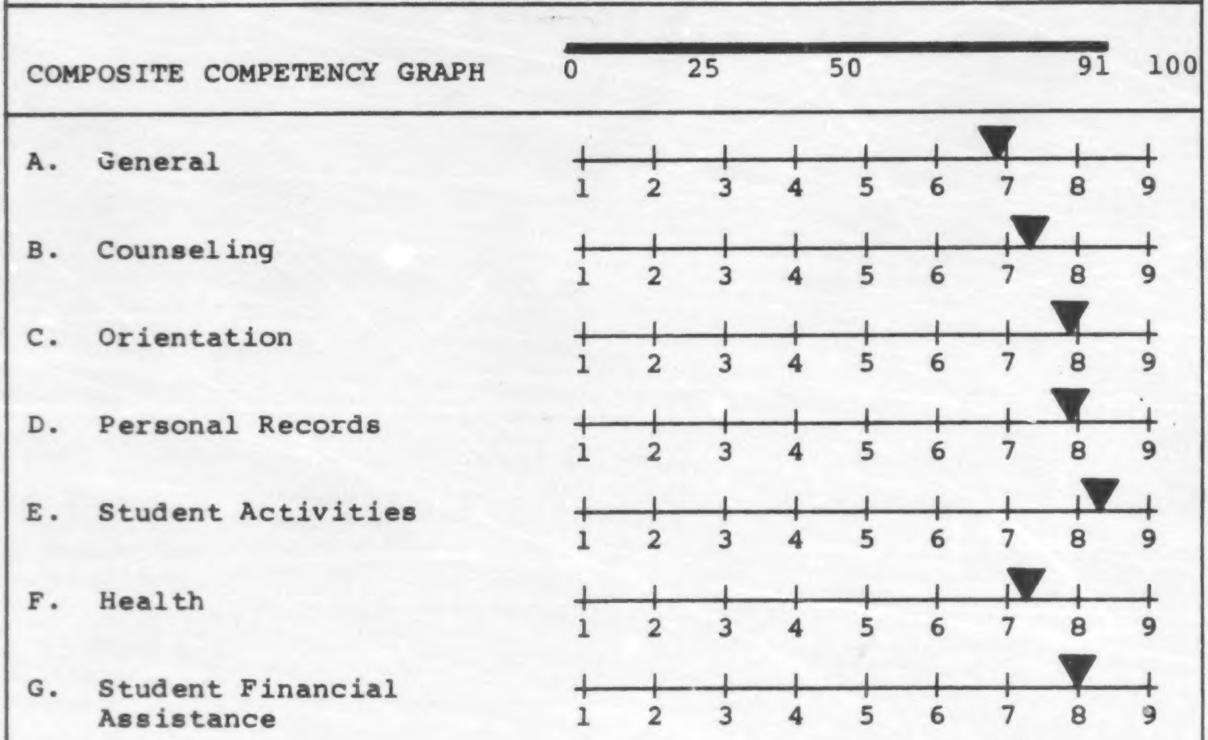


# COMPOSITE COMPETENCY GRAPHS AND PROGRAM IMPROVEMENT PROFILES BY STANDARDS FOR POST SECONDARY VOCATIONAL PROGRAMS

## STANDARD IX - SUPPLIES AND INSTRUCTIONAL MATERIALS



## STANDARD X - STUDENT PERSONNEL SERVICES



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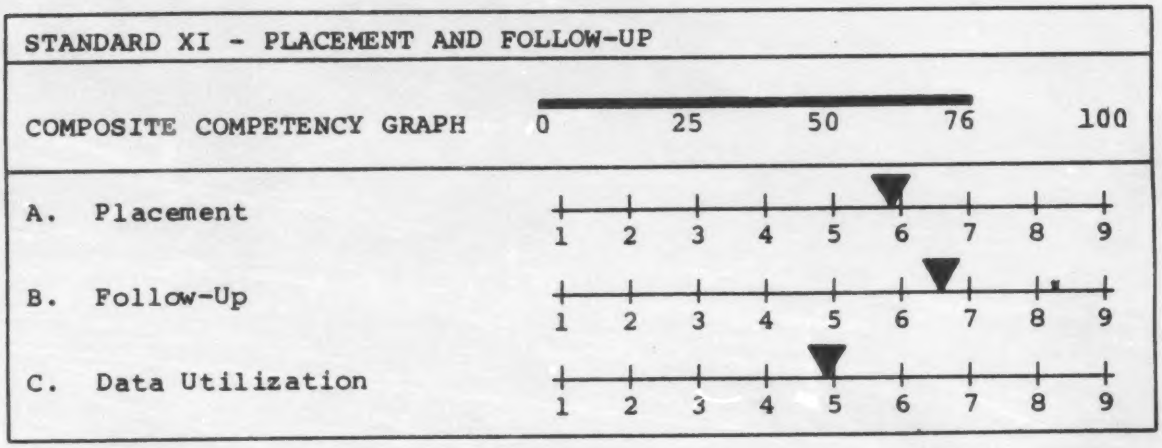
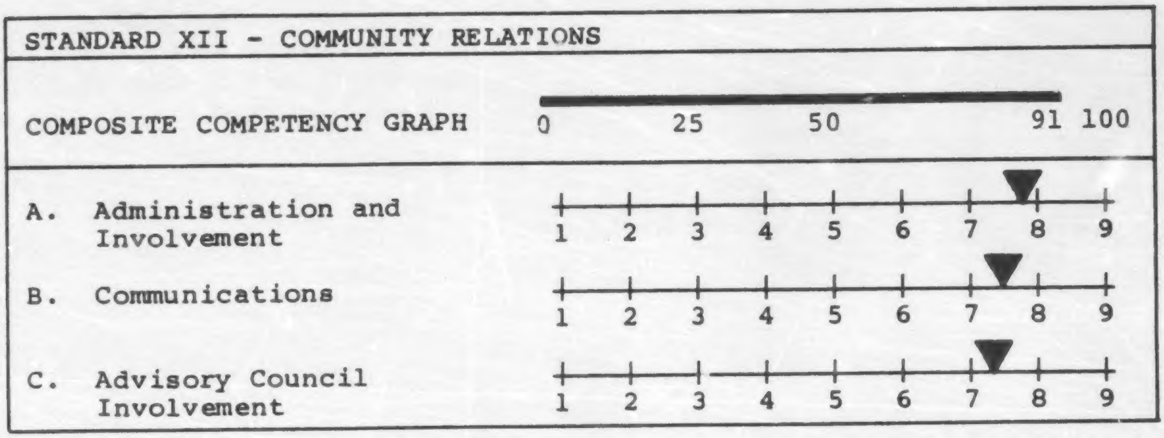
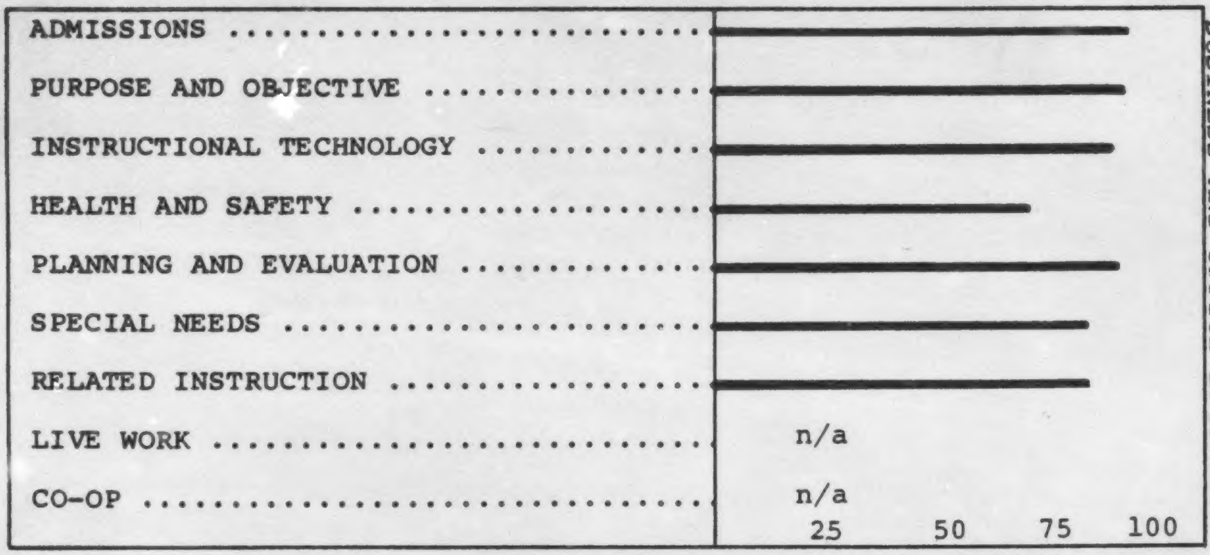
## COMPOSITE COMPETENCY GRAPHS AND PROGRAM IMPROVEMENT PROFILES BY STANDARDS FOR POST SECONDARY VOCATIONAL PROGRAMS

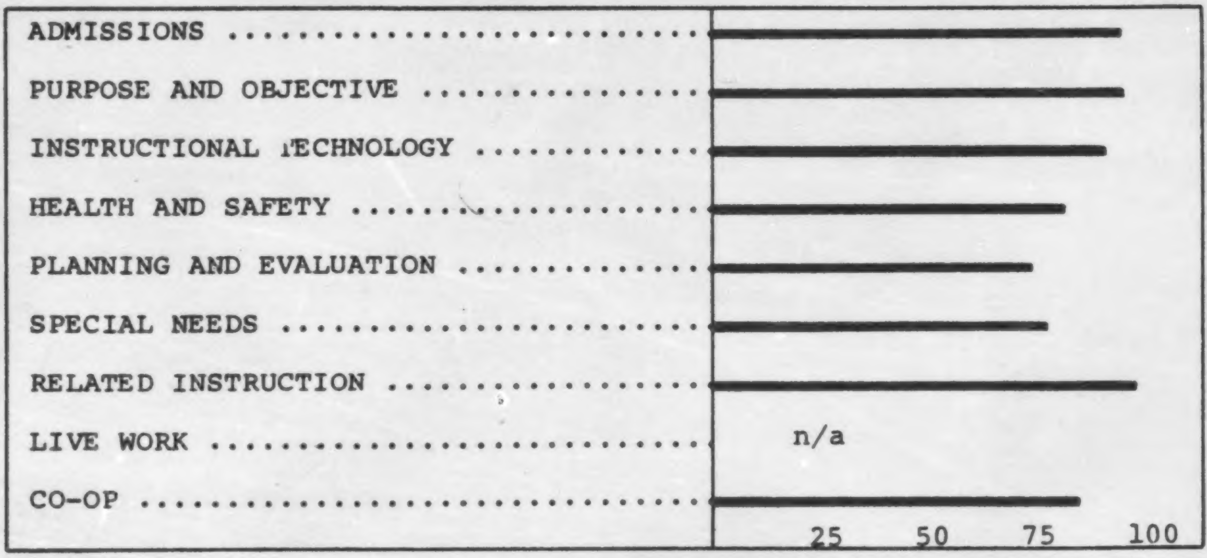




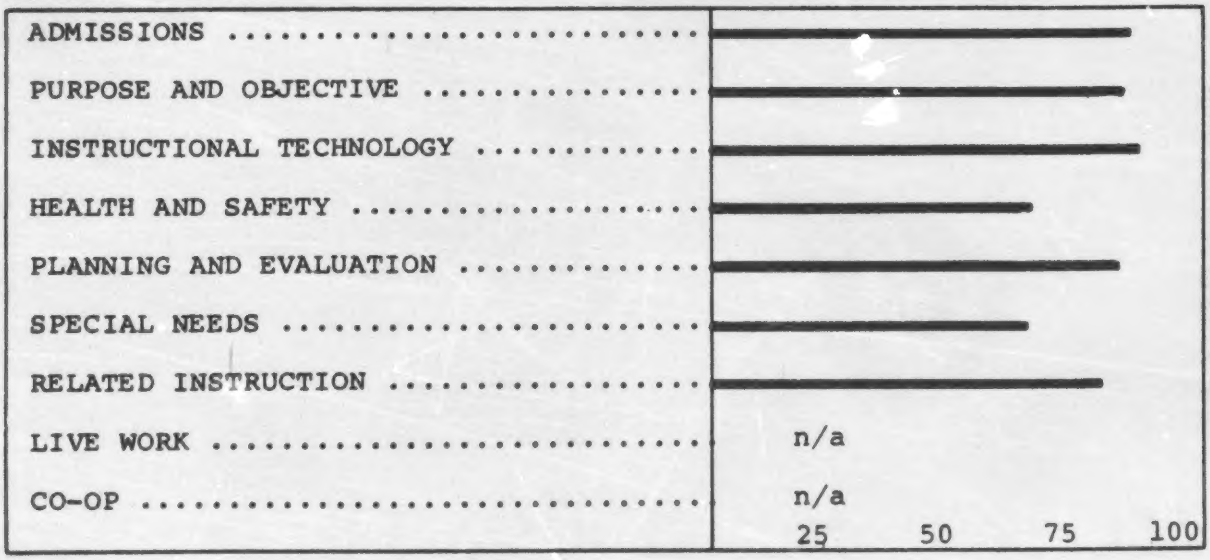
# POST-SECONDARY OCCUPATIONAL PROGRAMS



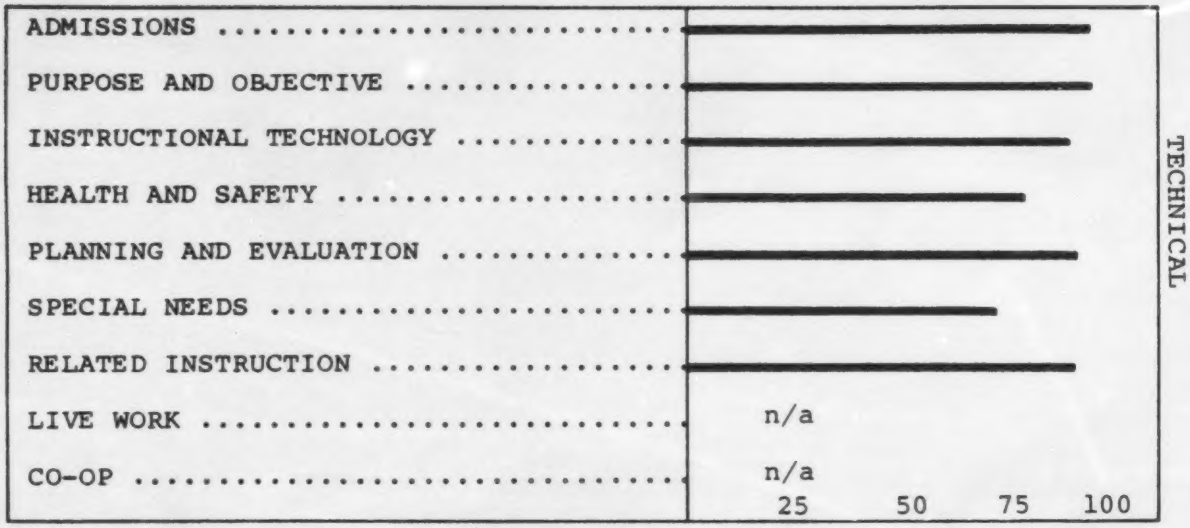
BUSINESS AND OFFICE EDUCATION

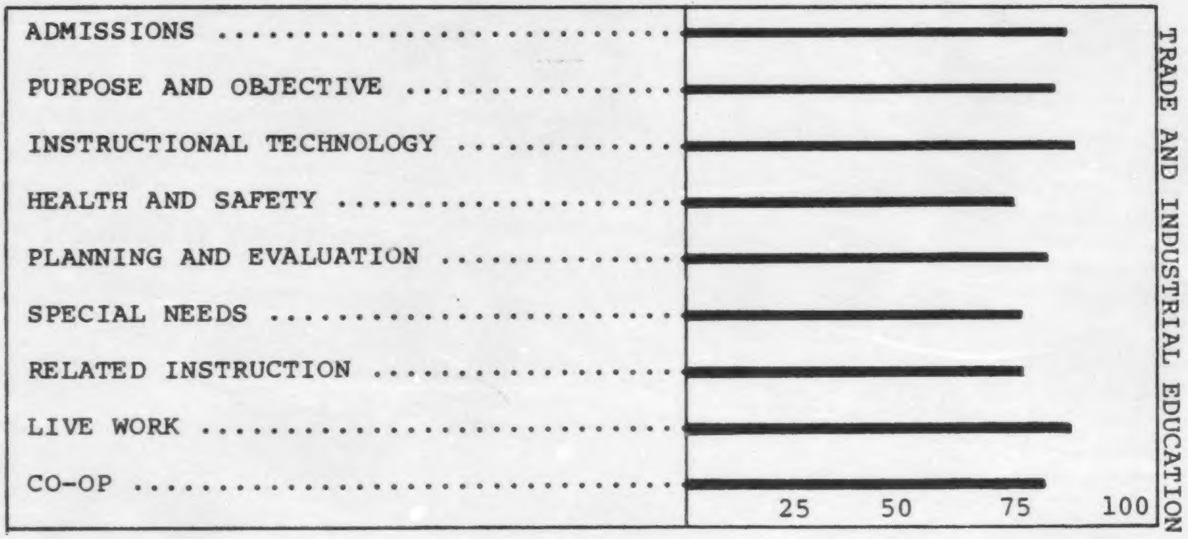


DISTRIBUTIVE EDUCATION

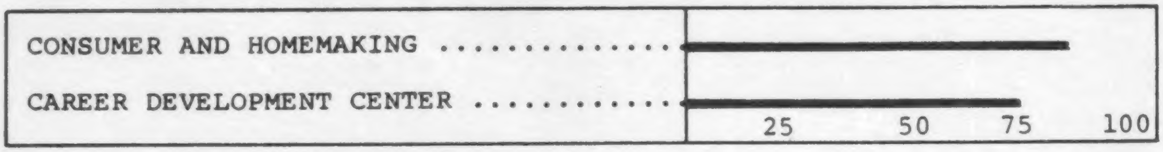


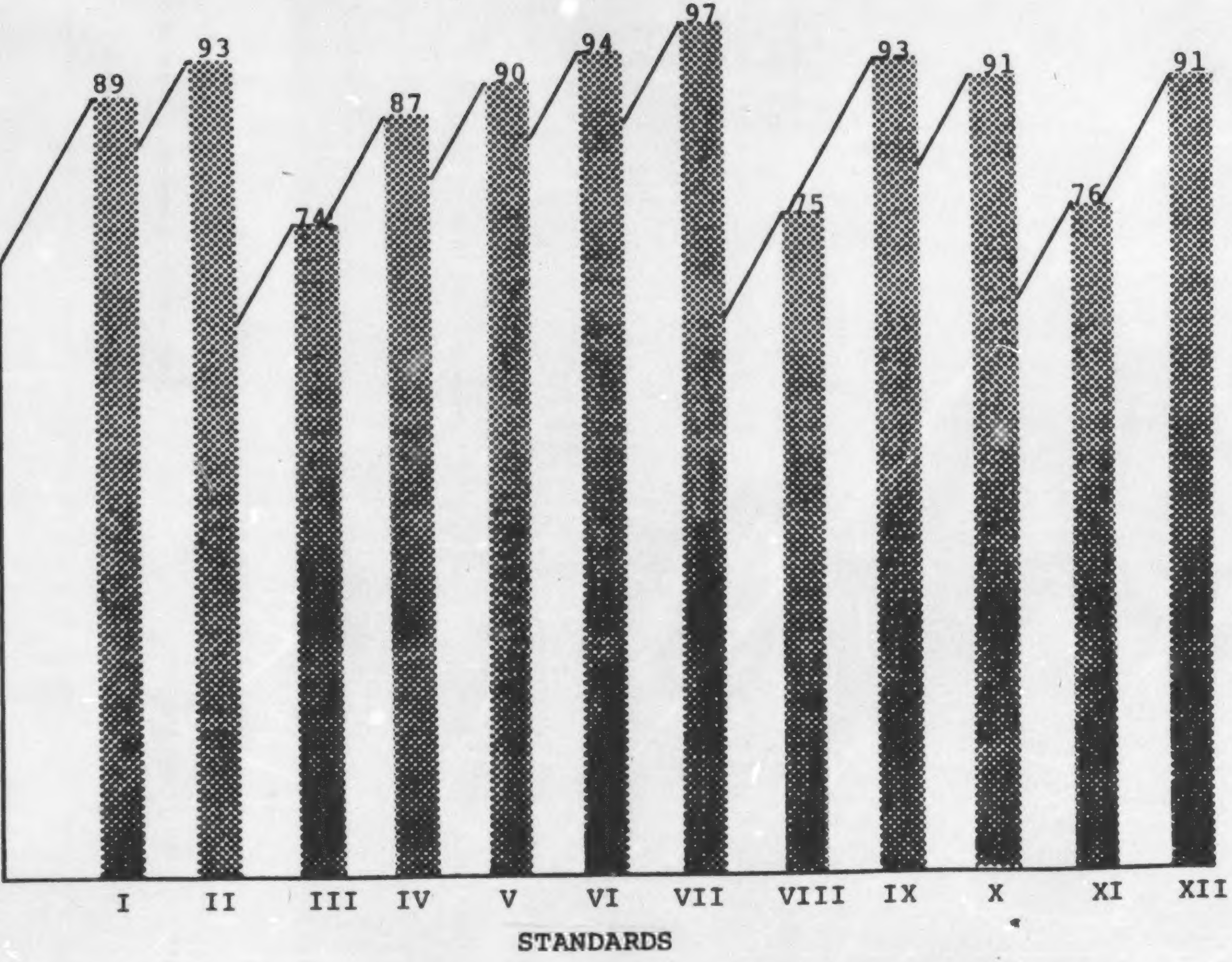
HEALTH OCCUPATIONS





POST SECONDARY NON-OCCUPATIONAL





COMPETENCY PERCENTAGE FOR POSTSECONDARY VOCATIONAL STANDARDS RECORDED BY THE ON-SITE EVALUATIONS FY-1981

## POST SECONDARY META EVALUATION DATA

The On-Site Component of the Georgia Vocational Evaluation System has also incorporated a META evaluation. Opinionnaires were distributed to team members performing the evaluation and members of the system or institution being evaluated. The data derived from these opinionnaires were used to provide feedback from the evaluators and personnel being evaluated regarding their experiences with the evaluation, its procedures and instruments.

The opinionnaires utilize a two-part rating scale; respondents were asked to react to each statement by indicating a "yes" if they agreed with the statement or a "no' if they disagreed. There was no neutral category provided, since it is assumed that each respondent does have an opinion regarding the statements.

The following tables represent the responses of team members and institutions/systems. The data is aggregated accordingly and presented as percentages of responses.

## POSTSECONDARY META EVALUATION DATA

### TEAM MEMBERS

| | | % Yes | % No |
|---|---|---|---|
| 1. | The self-assessment materials were received in sufficient time to prepare for the on-site team visit. | 100 | 0 |
| 2. | The procedures manual was clearly understood and easy to follow. | 94 | 6 |
| 3. | The criteria questions in the Assessment Guide were relevant, and addressed most aspects of the vocational education process at the system (or institutional) level. | 75 | 25 |
| 4. | The paperwork required to complete the self-assessment was reasonable. | 87 | 13 |
| 5. | Program improvement was begun prior to the on-site team visit, based upon information gathered during the self-assessment phase of the evaluation process. | 82 | 18 |
| 6. | The on-site team conducted their phase of the evaluation in a fair and professional manner. | 87 | 13 |
| 7. | As a result of this evaluation, I believe our vocational programs will be improved. | 100 | 0 |

## POSTSECONDARY META EVALUATION DATA

## SYSTEMS/INSTITUTION RESPONSES

| | | % Yes | % No |
|---|---|---|---|
| 1. | The self-assessment materials were received in sufficient time to prepare for the on-site team visit. | 98 | 2 |
| 2. | The procedures manual was clearly understood and easy to follow. | 81 | 19 |
| 3. | The criteria questions in the Assessment Guide were relevant, and addressed most aspects of the vocational education process at the system (or institutional) level. | 86 | 14 |
| 4. | The paperwork required to complete the self-assessment was reasonable. | 87 | 13 |
| 5. | Program improvement was begun prior to the on-site team visit, based upon information gathered during the self-assessment phase of the evaluation process. | 90 | 10 |
| 6. | The on-site team conducted their phase of the evaluation in a fair and professional manner. | 84 | 16 |
| 7. | As a result of this evaluation, I believe our vocational programs will be improved. | 83 | 17 |

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